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ABSTRACT

The handbook is designed for use by the camp director, program director, and unit director, to help staff work effectively with campers on every-day values clarification, learning, and decision making. After an introductory discussion of seven key concepts in value education, the handbook is divided into seven chapters focusing on acquiring and training staff, conducting the camp, and evaluating the session, so as to make good value education a significant part of the total camp experience. Chapter 1 is a discussion of value awareness in staff recruiting and selection. Chapter 2 contains suggestions of strategies for dealing with value concerns during staff orientations. The third chapter presents activities for training the staff to help campers look at values and develop decision-making skills. Included is a sample 2-day staff training session schedule. Chapter 4 contains 37 specific value education strategies for use with campers in a variety of camp settings. Each is presented with objectives, process, materials, time, and setting. Ideas for involving the campers' families in value discussions before, during, and after the camp are given in chapter 5. Chapter 6 contains value-education issues for the staff to consider in self-evaluations. Chapter 7 is a brief, annotated reference list. (SB)

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CAMP DIRECTOR'S HANDBOOK

RC 011149

DIGGING IN

. . .tools for value education in camping

Jerry Glashagel
Mick Johnson
Bob Phipps

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FOREWORD

"It's about two hours after taps. You're a second year camper and you feel the hand of your buddy shaking you gently and you hear him whispering in your ear, 'Wake-up . . . c'mon . . . let's sneak out for a midnight swim.' "

What are all the things you could do? What might happen if you did each one?

"You are a first year camper and you're out in a boat with a new friend. You spot a turtle and you move in quietly . . . make the big lunge just at the right minute and pull out your first turtle. You rush back to your cabin with turtle in hand, excited to show him to everyone. The first guy you run into is the cabin bully who immediately pulls out his super hunting knife and says, 'I'm going to make soup out of that thing.' "

What are your options? What might be the consequences?

"You are a new counselor. This year for the first time a small number of welfare kids have been recruited on campership. Riding to camp on the bus, several of the kids are talking about how much money they have for the camp store. You realize that one of the campership boys has no money with him and probably knew nothing about the existence of a camp store or the need to have money with him at camp. The camp director has made it clear to you that his leadership style is to run a tight ship by making an example of the first kid to break a rule. The third night at camp you are walking by yourself to a staff meeting when you see the campership boy standing at the back door of the camp store."

What are your options? What might be the consequences? What would you do? Why?

There are dozens of value decisions to be made by campers and staff at every point in the life of your camp. Decisions that are personal. . .decisions that affect the people close to you . . . decisions that will have an impact well beyond your cabin or unit or even the entire camp. The value decisions made are important — and the way those decisions are made is even more important.

It is the firm belief of the authors of this handbook that one of the missions of a youth camp is value education — practical, experiential education in everyday value decision-making. The camp experience has a tremendous impact on campers and staff. It is often the first time a boy or girl has been away from his/her family for any length of time. It is an intense social experience for each child — living twenty-four hours a day with a new group of people. The physical environment is usually very new to campers. Everything is strange. The result is a whole new experience of feelings and interactions and ideas and friendships and interests and skills . . . a total growth opportunity.

One of the important parts of the growth opportunity is to increase awareness of one's own values, and to improve skills to handle the job of responsible value decision-making and linking one's values to actions. The job of value education is not simple. There are a variety of ways to approach it: value inculcation, value analysis, value clarification, and value action-learning. In this book you'll find help in ways to work with staff and campers especially on value clarification and value action-learning.

We are suggesting that you consider making your camp a "valuing camp". A "valuing camp" provides all of the things any other camp provides: an outdoor setting, a variety of activities, learning experiences, a competent staff, and lots of fun. But the "valuing camp" goes further to provide:

- a staff that cares about the camper's current and future value decision-making,
- specific opportunities for reflection and discussion of value issues, and
- chances to consider important things like ecology, relationships to rules and authority, friendship, competition and cooperation.

In this handbook we've tried to give you a variety of tools to work with in making yours a "valuing camp". These tools are presented in eight chapters in this Camp Director's Handbook:

- Introduction — presentation of the key concepts of value education
- Value Issues in Recruiting and Selecting Staff — discussion of the importance of who is on the staff of your camp and some key questions to ask in applications and interviews
- Values: A Part of Staff Orientation — suggestions for how to deal with value concerns during staff orientation
- Training Staff to be Value Educators — designs and problems for training to do the job of helping campers look at values and develop value decision-making skills
- Valuing Campers — a collection of specific value

education strategies for use in a variety of camp settings

- **Family and Values** — ideas for involving families of campers in value discussions before, during and after camp
- **Evaluation** — an outline of issues for camp staff to consider in evaluating their own value education work
- **Resources** — a list of books in the values field

A shorter Camp Counselor's Handbook is available in quantity. It contains the Introduction and the Valuing Campers sections only.

The authors of this handbook are greatly indebted to many, many people who have been involved in the YMCA Youth Values Project from 1973-1976 for the ideas presented in this Handbook:

- the Akron YMCA and Camp Y-Noah staff,
- The National Board of YMCA's (especially Charles Kujawa and Richard Batchelder),
- key consultants Michael Johnson and Roland Larson and the resources of books and articles in the field (especially those by Sidney Simon, Howard Kirshenbaum, Wayne Paulson, Lawrence Kohlberg, and Douglas Superka),
- Regional YMCA staff too many to list,
- YMCA Camp Sloane and YMCA Camp Orkila,
- Literally hundreds of local YMCA staff in the Southeast, Southwest, Southern California, the Northwest and in every corner of the country, and
- particular contributions from Armin "Whitey" Luehrs, Donald Hayward and Dean Maxson, and Donald Anderson.

The YMCA and other youth organizations have been in the character building business for well over a hundred years! This handbook is not "the answer" but simply an honest effort to add one more useful tool to the field of camping.

Jerry Glashagel, Akron, Ohio
Michael Johnson, Minneapolis, Minnesota
Robert Phipps, Akron, Ohio

INTRODUCTION

This handbook is designed for the staff of private—independent, public, church, and youth organization camps. The Camp Director's Handbook is for the Director, Program Director and Unit Director. The Camp Counselor's Handbook contains just the introduction and the valuing strategies and should be in the hands of each cabin counselor. The format of both handbooks is designed so that you can put it into your staff notebook along with your schedules, procedures, policies and other program resources.

The objective of these handbooks is to help you work effectively with your campers to provide them a structure for their growth in value decision-making skills. It is to make your camp a more meaningful environment for learning about what's important in life.

There are several key concepts to the valuing process used throughout this handbook. Concepts that need to be given careful attention. Hopefully, this initial chapter will set the stage for the rest of the handbook and become a useful reference for you as you read and implement the other chapters.

- Values — Basic beliefs about what is good or ought to be — beliefs that serve as criteria or guidelines, for decision-making and actions.
- Valuing — The process of developing values, of becoming conscious of them, and of utilizing them as criteria in making decisions and carrying out actions.
- Sources of Values — Everyone has values although they may not be fully aware of them or skilled in applying or changing them. Three common sources of their values are:
  1. Parents and family (usually the primary source),
  2. Reference groups (peers, colleagues, organizations one identifies with),
  3. Personal experience (often the source of how one ranks and integrates values).
- Approaches to Value Education — There are several ways to influence valuing:
  1. Value inculcation (focus on content; methods used are telling, establishing rules and enforcing them, modeling),
  2. Value analysis (focus on understanding how values work; methods used include data collection, inference, analogy, rational thinking skills),
  3. Value clarification (focus on awareness of one's own values; methods used are self-awareness activities, helpful confrontation, personal dilemmas),
  4. Value commitment or action-learning (focus on action; methods used involve adding individual and group action projects and ongoing evaluation to analysis and clarification activites and considering these projects as part of the value education process).
- Strategy — A process for a group of people to follow that is intended to help each participant to think about a selected value issue in a way that provides the participant an opportunity to practice a valuing skill. Usually a strategy is simple and takes only 10-30 minutes to complete. Strategies often involve one or more key questions, directions for how to (not what to) respond or deal with the question(s), and a way to share those responses among members of the group.
- Characteristics of the Valuing Person[1] — There are several different characteristics that are important to value decision-making and acting. Think of this as a broad description of the characteristics of the ideal Valuing Person. It is one picture of what you are working towards. At different times you will want to emphasize different characteristics or the relationship between two or more of them. It is not a fixed step-by-step process to be taught. Rather it is a rough picture of a number of different things that make up an ideal goal — the Valuing Person.

  Each of the characteristics in this list has skills related to it. Different value education strategies or ways of discussing value decision-making and acting help practice different skills. The leader or facilitator should choose strategies that focus on skills he or she feels the group needs to develop at a particular time. This list may be helpful to the leader and/or the group in identifying different foci for different sessions.

  1. **Recognize Value Dimension**
     There are values present in every choice or decision. This is a concept that the Valuing Person accepts as a given. The challenge is to identify the particular values at work in your making this particular decision in this particular situation.
  2. **Accept Responsibility**
     We are responsible for our values and actions. This does not mean that we make every decision in a vacuum, or that we are really free to decide everything by ourselves. But the Valuing Person accepts responsibility for making value decisions and actions within his or her own context, owning them and accepting the consequences.
  3. **Discover Options**
     When confronted in one way or another with a

[1] see illustration 1 on page 10.

situation that requires a decision, the Valuing Person attempts to do what we call pre-decision reflection. This involves several things, including discovering as many different options as possible. How many alternative actions can I think of for this situation? Are there alternatives I haven't thought of that others might suggest?

4. Consider Consequences
   Another part of pre-decision reflection is consideration of consequences — what might happen if each option were taken. What are the short term and long term consequences of each alternative action? What are the desired consequences? the undesired consequences? What consequences do others see?
5. Weigh in Light of Value System
   For the Valuing Person each decision is not totally new or isolated. The Valuing Person has some type of value system, be it simple or complex. Another part of pre-decision reflection is the job of weighing the attractive options and consequences in light of the values already held by the person. What values do you have that seem relevant and how do you rank these values with each other? Does this decision appear to change any values? the order of different values?
6. Utilize Other Resources
   Throughout value decision-making and action the Valuing Person utilizes other resources. He or she realizes that other persons can be helpful and that written and organizational resources are also useful. What resources do you have and how can you use them? How can your experience be a resource to you?
7. Make a Choice; Act on It
   At the appropriate point the Valuing Person makes a choice or decision and then acts on it. This requires the ability to actually choose from the options and to develop a plan for action. In light of all of the pre-decision reflection and utilization of resources, what is your decision and how are you going to carry it out? What is it going to take from you (commitment) and others (support) to act?
8. Relate to Other Persons; Stay Open to Growth
   For the Valuing Person it is important to relate effectively with others and to be open to growth. He or she shares with others to clarify, test and validate his or her own values. Sharing of values develops a basis for coalition of like minded valuers for group value development and action. The Valuing Person has some ideas about the image of the future and seeks to grow toward that image of the future. He or she seeks feedback and evaluates that feedback in an effort to grow. Valuing and growth are celebrated by Valuing Persons!

- Ground Rules for Valuing[2] — The ground rules listed below include several guidelines that are intended to help the group develop an "environment" that helps people discuss value decision-making and acting. It is hoped that they will help the group build trust and increase the chances of sharing things with each other which are important or valuable.
  The leader or facilitator should present these ground rules to the group early in the life of the group so that they are out in the open and through discussion (and adding others) they become the property of the group rather than the leader. The group will begin to get involved in evaluating itself and calling itself back to these ground rules if they are in front of the group.
  1. Accept Others
     — Each person has a right to say what they think; accept what they say as what they feel or think.
     — Listen to each other and show respect for each person. You do not have to agree with someone to accept them and show respect for them.
  2. Speak for Yourself
     — Say what you think or feel. But don't try to speak for me.
     — Avoid phrases like "we. . ." "people always..." "I'm sure you agree that . . ."
  3. Avoid Put-Downs
     — Verbal put-downs hurt people — even when they laugh and appear to not be bothered. Put-downs are often contagious and get thrown back. The game builds up.
     — If people think they might be put-down they hesitate to share personal feelings and ideas, especially if they vary from the group norms or expectations. This can mean a lot of value discussion will be held back if you don't avoid put-downs.
     — Non-verbal put-downs also hurt. These can include facial expressions, gestures, side conversations, etc.
  4. You Have the Option to Pass
     — In value discussions everyone participates. But everyone does not have to share their thoughts or feelings on every question. Sometimes a question has very different meanings for different people.

[2] see illustration 2 on page 11.

— If people feel they are free to pass, they often feel freer to choose to participate at their own level rather than in ways they think others expect them to.

5. Responsible for Own Learning
   — Each participant in the group will learn something different from each session. Each person will learn as much or as little as he or she chooses to learn. The leader's job is to provide an environment in which the participant can learn.
   — Learning occurs when the learner is ready. An answer to a question is most relevant when the question is being asked.
6. Expect Unfinished Business
   — Be comfortable with the idea that valuing is an ongoing business.
   — One goal is to help participants learn valuing skills. Skills are learned by practice. Practice is never finished.
   — Often members of the group are stimulated to continue discussion after sessions. It is okay to end a session with questions still hanging.

• **The Value Educator**

The Value educator <u>is</u> a unique human being, who is just like you and me, but who tries to:	The value educator <u>is not</u> a person who:
1. make the ground rules clear,	1. gives orders to everyone,
2. encourage discussion on the issue,	2. listens only to a few people,
3. build everyone's self-esteem,	3. puts people down,
4. expect real insights from participants of any age,	4. stays out of the discussion to be "neutral",
5. adapt and modify the exercises to make them relevant to his/her group and setting,	5. forces people to do anything they don't want to do,
6. participate him or herself,	6. embarrasses anyone by pushing him or her to share private things,
7. listen very carefully for feelings as well as content,	7. expects miracles of anyone,
8. clarify and repeat key points,	8. thinks he or she is perfect.
9. not let it go too long.	

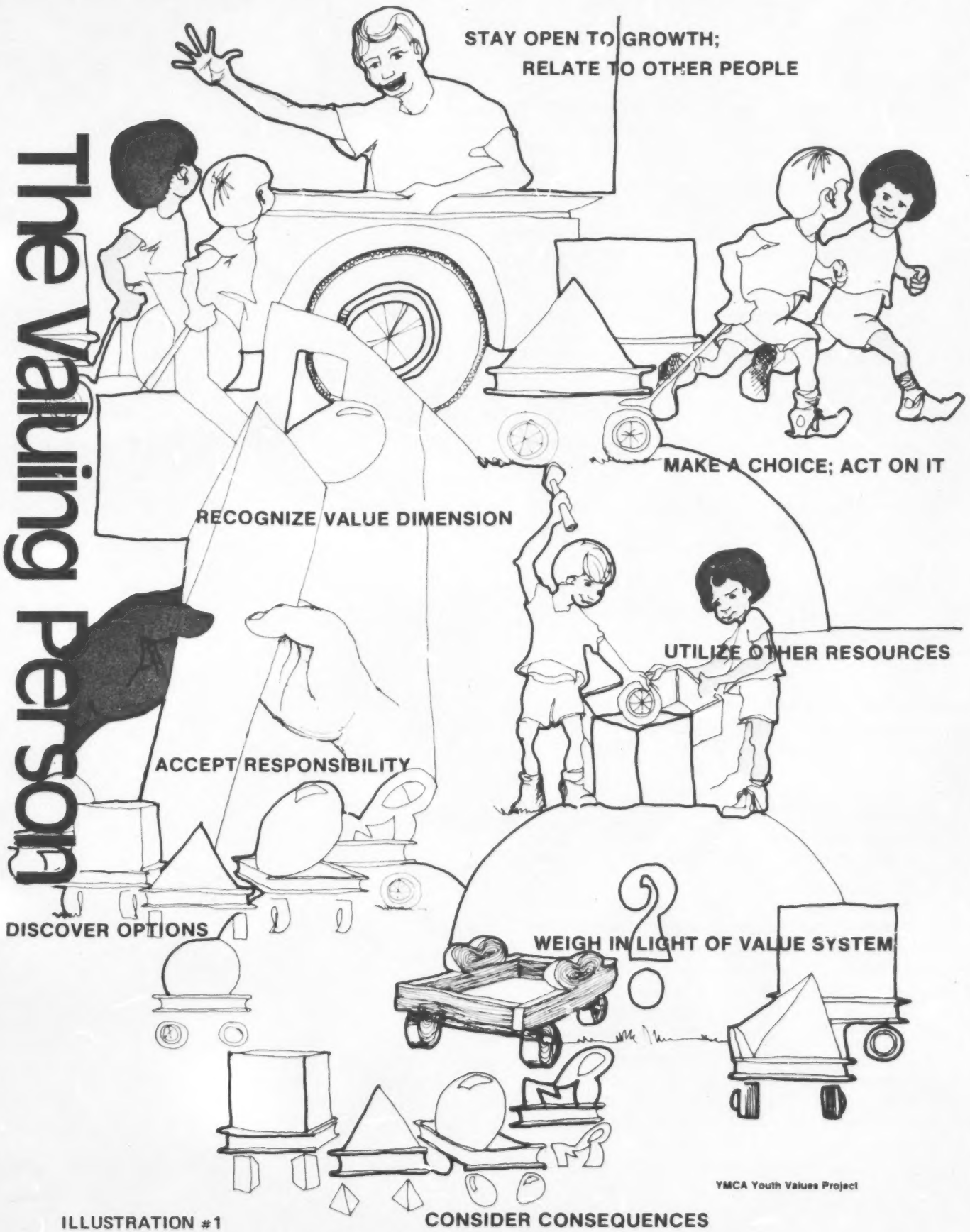

ILLUSTRATION #1

GROUND RULES

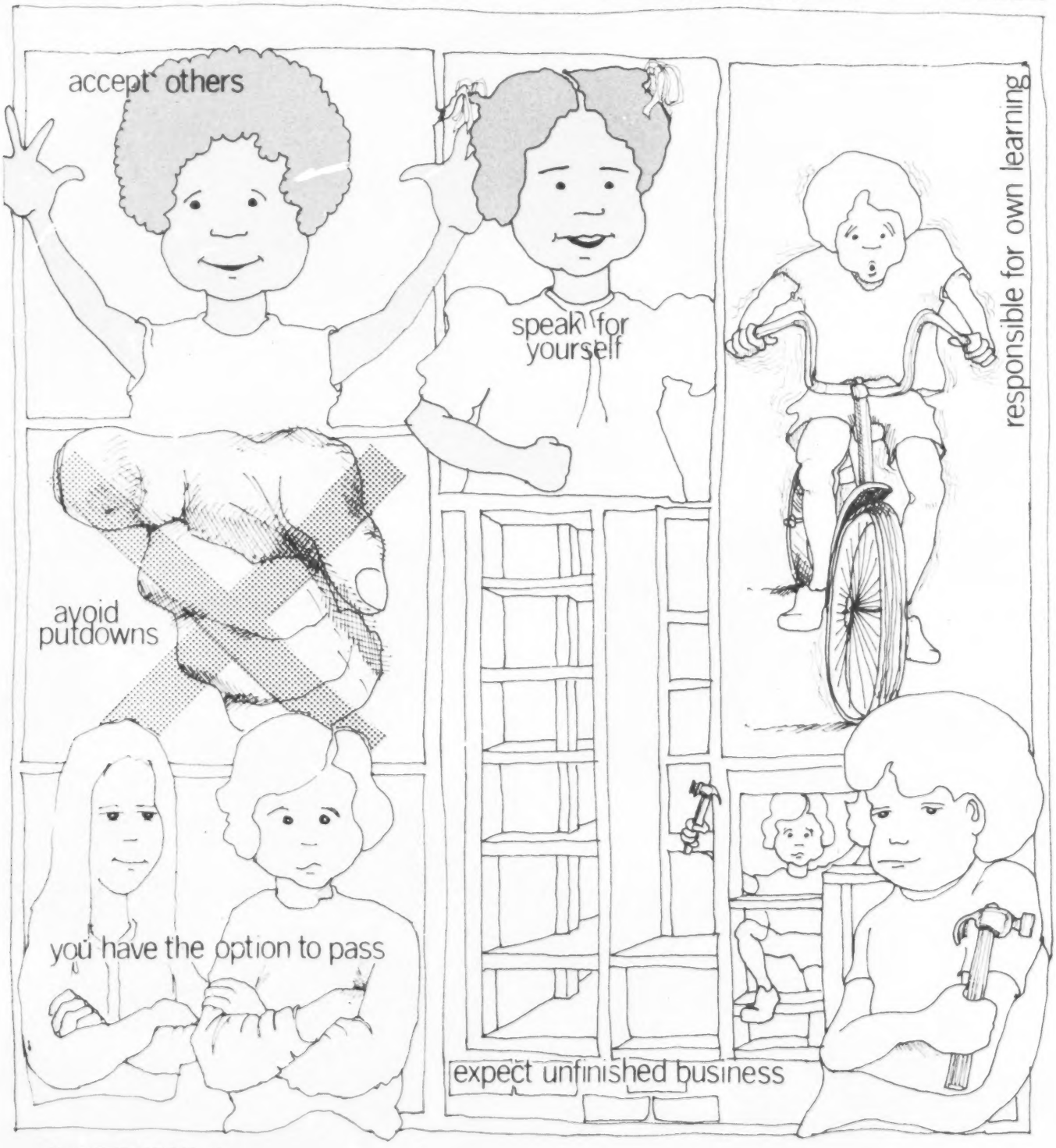

ILLUSTRATION #2

VALUE ISSUES IN RECRUITING AND SELECTING STAFF

The camp staff is called upon to work with youth at an age and in an age of confusion. Certain value issues are raised inherently in camping experiences, be they seen as ecological, religious, or social. For these reasons, values are an important consideration in the building of a camp staff and need to be considered from the point of recruitment.

The people who staff a camp are the most important factors in the success of that camp. The employer needs to share with potential employees what the camp stands for, and begin to help the applicants examine where they stand in regard to the camp purpose and goals.

In order to help you work with value issues in recruiting and selecting staff, the following tools are included in this chapter:

Value Awareness in the Recruitment Process	Value Awareness in the Selection Process
• Inputs for camp promotional materials	• Staff job application
• Outline for conducting a conversation with a potential staff person	• Staff job interview
• Format for a recruitment presentation to a group	• Staff job description

Value Awareness in the Recruitment Process

Inputs for Camp Promotional Materials

Written promotional materials such as a camp brochure are a part of staff recruitment. Written materials should clearly indicate the place that values occupy in your camp and in its goals and program.

Promotional Inputs

Consider the following wording for communicating your camp's use of valuing:

- We at Camp _____ are committed to helping young people discover who they are and define who they want to become. At Camp _____, campers will be given a chance to decide for themselves and act on their beliefs.
- The _____ Camp provides a place for campers to enjoy and achieve, but also gives them a chance to sit back and reflect on their future. Perhaps that reflection will happen in a quiet pine grove or in the company of one of our caring counselors.
- Camp _____ believes in:
  - fun,
  - new skills,
  - friendship,
  - faith, and
  - self-discovery.
- The staff members of Camp _____ are selected for their concern for youth and trained in ways to deliver on that concern. Campers will experience a supportive, meaningful relationship with their counselors. And there will be many opportunities for counselors and campers to:
  - recognize the value dimension of a problem,
  - accept responsibility for his/her own value decision-making,
  - identify viable alternative solutions,
  - weigh the consequences of each solution in light of his/her already established system of values,
  - make suitable use of other resources,
  - make a choice and acts on it,
  - keep him/herself open to future growth in value development and relate constructively to other people.
- We believe that a camp is a place to have fun, to have sing-alongs and go swimming. But Camp _____ will also provide the camper with growing experiences that help in the discovery of "Who am I?" and "Who do I want to be?" with an emphasis on decision-making and action.
- An important part of a camper's experience at Camp _____ lies in the opportunities to consider his or her values-to ponder what is important. Camp _____ staff is trained to help young people think through their beliefs and values, while helping them to consider the importance of decision-making action on what it is they value.

The inputs offered here can simply be added to your materials and compliment them by emphasizing the importance that values play in your camp.

Outline for Conducting a Conversation with a Potential Staff Person

Whenever possible make time to listen to the beliefs a potential camp employee holds. Give him/her an opportunity to express what values he/she sees in the camping experience and his/her reasons

p. 12 blank

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for seeking such an involvement. This process will occur if you allow enough time and provide the right kind of support.

Using the Valuing Process in a Conversation

One method which will help you in finding out more about the applicant's beliefs and values is as follows:

- Elicit information — Show a genuine interest in what the applicant thinks by asking open-ended questions — ones which allow the prospective employee to share with you his reasons for employment. And most of all provide enough time to listen to what is said. It's important to care about what a person says when you ask them what they think.
- Accept the person and what is said — It is not easy to listen and accept when someone is sharing information which is contrary to your beliefs. However, in order for the applicant to best share with you all the information you need to make a good decision on hiring, you need to accept the person and what he/she has to say.

  By accepting, you are simply granting the person his/her right to say what he/she believes. You don't have to believe yourself in all that is said, but simply accept that person's right to say it and believe in it.
- Clarifying questions — While listening and accepting you may feel a need for more clarity on what the applicant is saying. It is then that a clarifying question is in order, a gentle nudge which will help the applicant clarify for himself/herself and you what is meant.

  Example:

  — You are talking with a potential water front director. You have elicited general information about his/her credentials and experience. Things seem to be very much in order and you have found it easy to accept the candidate and what he/she has had to say.

  However at this point he/she indicates that trust is important and if someone didn't have their advanced swimming certificate with them, he/she would take their word for it and let them take the canoe out anyway. Here is where a clarifying question (gentle nudge) would be in order:

  - Why would you choose to do that?
  - Has this happened to you before?
  - What issues are involved here in regard to trust and safety?
  - What responsibilities do you see yourself having as water front director?
  - What other options might you consider?
  - What are some of the consequences of these options?

Format for a Recruitment Presentation to a Group

Camp directors often find it necessary to make presentations to groups of prospective camp staff. This is your chance to show potential staff what the camp is about and emphasize the importance of staff investment in these goals, while at the same time giving the potential employees an opportunity to react to your presentation of camp and to share their particular beliefs and values as they relate to camping and camp employment. The following is offered as a possible outline for a session on camp recruiting.

Sample Design

- Introduction and Welcome — a chance to present your camp's goals and purposes.

  Welcome to an important camp which cares about its employees and believes in them and their work.
- Agenda Sharing — People like to know what they're going to be doing. Present them with an overview of the session while emphasizing the importance you place on sharing information, asking questions, discussion, clarifying and acting in regard to the possibility of camp employment.
- Warm Up Exercise — before expecting questions and dialogue from participants. It is important to establish an atmosphere in which participants are comfortable. The name tag is a basic strategy which creates an open atmosphere while bringing about discussion on topics related to camp. (This method may help you in your selection process).

NAME TAG

Pass out cards and pencils - 3x5 or larger cards.

Hold up one card as an example or use a large sheet of newsprint and give the following directions:

— "Write your first name (or the name you would like to be called) in the center of of the card - print it LARGE."

— "We are going to add some information to this name tag about ourselves which we can share with one another in a few minutes. You will have the right to pass-

to not share the information if you don't want to."
- "Write in the upper left hand corner your favorite camp activity."
- "Write in the upper right hand corner the 3 most important values you hold."
- "Write in the lower left hand corner what you are best at."
- "Write in the lower right hand corner 3 reasons you want to work at camp."
- Have each person pin or tape on their name tag and begin milling around the room for 10 minutes reading name tags, chatting with each other and just getting to know each other better. You may then want to have individuals pair off and take 5 more minutes to get to know one other person better.
- It is helpful to have participants leave on their name tags throughout the session. Then collect them as they leave for use in evaluation and information for other sessions.

- Specific Daily Camp Overview — In a lecture format present the daily activities of camp with emphasis on how they relate to the primary values of the camp, and a listing of the roles that camp staff fulfill and their importance in the success of the camp and specifically their importance in the value development of young campers.
- Slide/Tape Show — An ideal way to familiarize prospective staff with your camp is through a slide/tape presentation, showing the many activities which take place at camp while emphasizing the values thread that is a part of particular activities and the camp in general. A way of doing this would be to integrate the "valuing person" as found in an earlier chapter into a script which would illustrate the value development and inquiry opportunities that are inherent in the camping experience (match up your slides with the important factors that you will consider in your value education component of camp).
- Information Clarification (questions and answers) — General and specific information having been presented, now is a time to respond to participant's questions about what you have presented.

  Ask each participant to write down several questions that they have, or points that they need clarification on. Then collect these and read them off randomly, allowing someone in the group to answer if possible, but ultimately answering yourself if need be. This method will allow for some thought in writing the question and will provide anonimity in the asking of the question, the goal for this segment is clarification of what camp is about and how potential staff fit in.
- Closure — Ask each participant to complete several unfinished sentences:
  - I learned that I . . .
  - This camp is important because . . .
  - I can offer this camp . . .

  Collect and read them aloud.

  Caution: Up to this point you are not deciding and choosing staff. Give yourself a chance to listen, accept, and clarify. This process will cause the prospective staff to trust and be open. So don't violate the process by coming to conclusions too soon.

Value Awareness in the Selection Process

Staff Job Application

The job application form can serve as a basic source of information in the hiring process. The application should give the prospective staff member a chance to express himself/herself through a response to numerous open-ended questions, while providing several opportunities for beliefs and values to be stated and clarified through listing and rank order sequences.

Sample Application

The following is offered as an example of all or part of a job application form with a values emphasis.

- General demographic data segment
- How did you hear about Camp _____ ?
- List at least 5 reasons why you are interested in employment at Camp _____. Rank order 1-5 in regard to importance.
  1.
  2.
  3.
  4.
  5.
- List other forms of employment you have considered.
  1.
  2.
  3.

Circle the one that you think you have the most to offer. List beside that job what it is you have to offer.

- Rank Order (most interested - least interested) the following camp roles in regard to what roles you are most interested in. Then beside each role list how that role could contribute to the camper's experience.

	Most Interested	Role	The Person in this Role Contributes by:
— activities staff	#1.		
— food service	#2.		
— cabin counselor	#3.		
— maintenance	#4.		

- Write a brief statement on how you see yourself involved with campers this summer and what you see yourself accomplishing with them.

Staff Job Interview

By the time an applicant gets to the job interview, he/she should be familiar with what the camp stands for and what you as director believe is important at camp. If this is not the case, then a brief overview may be presented in order that the applicant have knowledge about what it is he/she is choosing to be involved with.

With the assumption that the applicant is familiar with the camp you then may want to proceed with an interview that allows the applicant an opportunity to provide a broad range of information which will be helpful in your hiring decision.

Interview Guidelines

Listed are areas which, with proper phrasing of questions, will provide you insight into the beliefs and values of the applicant.

- Before starting, explain the following guidelines for the interview to the applicant.
  - The person has the right to "pass" on any question and to say "enough" when he or she wants to stop the interview.
  - He/she is to answer the question as honestly as he/she can.
  - The interviewer will not ask any questions that he/she would not want to be asked.
  - The interviewer will be responding only in a non-judgmental "okay" or "thank you" manner.
- It's important to phrase the interview questions in an open-ended manner, one which provides the interviewee an opportunity to respond with comfort and ease, and take the question as an honest attempt at requesting information that he/she feels is important to share.
- Interview Questions — The following questions might be used in the interview:

  Questions in the area of geography:
  - Where do you live?
  - Where do you like to spend most of your time?
  - Where is your favorite place to spend time?

  Questions about significant others:
  - Who are some important people in your life?
  - Describe these people.
  - What is it about these people that makes them special?

  Directions which are general and allow for broad ranging responses:
  - Tell me about the happiest day you can remember.
  - Describe the last time you were bored or lonely.
  - What happened to make you happy again?
  - Name three values that are really important to you.
  - What are some of the most important things for you in the world?
  - What do you want to be good at a year from now?
  - Is there anything you would like to say that I didn't ask you?

Staff Job Descriptions

Job descriptions are a basic structure for providing clarity of responsibilities at camp.

It is important to mention in job descriptions the responsibility that each staff member carries in regard to the value development of his/her campers. Children look up to staff and observe them in every activity. A job description can point out the importance in behaving as a value guided person and might include those steps as guidelines for use in helping the staff person facilitate value development in his/her campers.

Sample Descriptions

Listed below are some examples of objectives for job descriptions that have value emphasis.

- to facilitate value development and clarification for each camper
- provide an environment in which campers feel accepted

- as a staff member you are expected to relate to others in the following way:
  - accept others
  - speak for yourself,
  - avoid put-downs
  - have the option to pass,
  - be responsible for your own learning,
  - provide these same guidelines for your campers, and
  - model (behave in a way consistent with) the concepts of a value guided person, and use those concepts as guidelines for activities with your campers.

VALUES: A PART OF STAFF ORIENTATION

In this chapter on staff orientation you will find valuing strategies which will help the camp director help his staff with introductions, team building, and discussion of value issues related to the camp and staff.

At the beginning of each new camping season, as the camp staff comes together, a new group is being created. This is true even if the entire staff worked together the previous year, because each individual has grown and changed since then. It is very important, therefore, that the first orientation or training session allow plenty of time for the staff to get to know each other and renew old friendships.

Valuing strategies serve that purpose and facilitate continued growth and interaction among staff. (Be certain to use the ground rules with the values techniques so that you are providing an effective model for staff.) The values literature cited in chapter 8 (Resources) is packed with strategies you will find useful at this introductory stage. For example you might choose to use "The Values Shield" or "Name Tag" or "One Minute Autobiography" strategies from Values Clarification, by Simon, Howe and Kirschenbaum. Or you might consider the following strategies:

Focus Person

This strategy will help the group focus on one person at a time, yet allow everyone to share their thoughts and concerns.

Review and reinforce the ground rules. Set the norms by suggesting that we sometimes do not listen carefully enough to what others are trying to say to us. This exercise will give us practice in listening and provide us the opportunity to help another person talk about their feelings and thoughts on camp.

Form groups of 3 and designate one person to be the "focus" person.

Explain that the "focus person" will have 5 minutes to talk about the subject, and that during those 5 minutes the others are to listen carefully, not to argue with him/her, and to ask questions that help the "focus person" talk more about his/her opinion on the subject. The group accepts what the "focus person" has to say. The "focus person" should not be drawn off the focus point by a leading question or argument.

Read the focus statement and start Focus Person One's time, intervening at 5 minute intervals to start new focus persons.

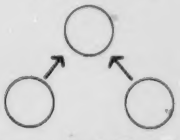
After all three have had a chance to focus on the subject, give each group 10 minutes to cover unfinished business and review how well they felt they were listened to. Questions they may want to cover:

- How it felt to have 5 minutes of private air time;
- What feelings the listeners had while others were speaking;
- What things did you learn from listening so well and being listened to so well?

The following are examples of possible "focus person" topics:

- What has been your camping experience? And what do you think is important in a camping experience?
- What are some of your ideas on how competition, participation, and growth fit into the camp experience?
- If you could design an "ideal camp", what would it look like? (Program, staff, setting, etc.)
- What values do you think the campers' parents see in a camping experience?
- What values do you think the campers see in a camping experience?
- What values do you see in a camping experience?

Focus Here



Acceptance and Clarification are the Prime Responsibilities of these People.

Value Strategies Which Will Help Familiarize the Staff with Camp

If the staff at the beginning has both people who are totally new to the camp and people who have been staff members and/or campers there before, you might consider using an adaptation of the following strategies:

I Know the Camp

- Have staff members who know the camp answer the following questions from their experiences (Have them write down their responses):
  - What is your most favorite place in the camp?
  - What is your least favorite place?

- What is your most favorite activity that happens when camp is in session?
- What is your least favorite activity that happens when camp is in session?
- What camp rule is the one you believe in most strongly?
- What rule would you most like to change?
- What would you most like to accomplish this year at camp?

- Have new staff members answer (Have them write down their responses):
  - What past experience do you think will be most useful in your camp work this year?
  - What is the camp activity that you think you will enjoy the most this year?
  - What is the camp activity that you think you will enjoy the least this year?
  - How do you feel about the camp rules?
  - What would you most like to accomplish at camp this year?
- Make small groups combining experienced and inexperienced staff to share their answers. The ratio of experienced to inexperienced staff in each small group will depend on the overall ratio. Have the experienced staff take turns taking their group to their favorite and least favorite places, discussing the other questions as they go. Be sure to allow plenty of time for sharing; perhaps an hour would be sufficient. (If everyone is experienced, simply have them all share their answers to the first set of questions).

  Caution: It is very important to maintain acceptance as a ground rule for responses from both old and new staff. Judgment must not be passed on opinions if the valuing process is to be appropriately modeled.

Use of Value Education Strategies to Assist in Skill Development and Team Building

It will be important in orientation to acquaint the staff members with roles each plays in the camp.

You might try these strategies:

The Way I Do It

Have each staff member write down "three things about the way you do your job that you think everyone should know about." Then go around the group having each person share what they have written.

Describing Roles

Have everyone with the same kind of role form separate groups — counselors, administrative staff, activity staff, support staff, then have them work out non-verbal job descriptions to share with the rest of the group. They might do pantomime, pictures, sculpture, or anything, as long as it is non-verbal. Then give each group 5 minutes to share their descriptions with the large group.

Happenings

Staff Orientation — "Getting started in a Valuing Way". Have the staff seated in a circle and go around the group with the question, "What are the best and worst things that happened to you this year?" Remind everyone of their right to pass on half or all of the question.

Talk Show

Create a talk show situation with a good interviewer as the host and have him include questions that have value implications. Have 3 or 4 volunteers serve as the guests with the rest of the group as the audience. Encourage the audience to applaud when the guests come on, but ask them to refrain from boos, hisses and groans.

Nature Symbol

Have the staff members pair up with someone who they know the least about but would like to get to know more about. Then have the pairs go out on the grounds and find a symbol from nature that is most like their personality to share with each other. After getting to know each other better - 20 minutes - you may want to have the individuals in the pairs introduce each other to the entire staff and tell why they selected the symbol they did.

The following list of either-or questions, continuums, and trigger stories will help you bring about interaction among staff and will provide you with value strategies to use throughout your training sessions.

Either-Ors

Either-or is an action strategy to help staff practice making choices. It is designed to help them make a choice, examine their reasons, and be exposed to the choices and reasons of others in the group.

- you will ask a question with two alternatives

("Are you more like a football player or a baseball player?");

- after repeating it, you point to the opposite ends of the room and ask the football players to go to one end, the baseball players to go to the other end (be sure they have both alternatives clearly in mind before you give the order to move.);
- if a person cannot make a choice, respect his or her right to pass, but give him or her a chance to make the next choice with the group;
- call the group to the middle of the room before each either-or so that an active choice has to be made each time;
- when two or three different either-or questions have been asked, invite them to pick a person standing close to them and share the reasons why they made that choice;
- as an alternative, have the group form pairs of persons who made the opposite choice and have these pairs exchange reasons why they made the choices they made.

Try the following examples:

— How many of you are more like . . .

- a camper or a camp director,
- water front or crafts,
- indecision or over-reaction,
- top of the hill or down in the meadow.

Continuum

The continuum is designed to help the staff to practice taking stands on issues that are described by two opposite extremes. The participants have to define their own positions anyplace between the extremes.

- describe two extremes . . . the ends of the continuum . . . use descriptive names for a character that might be at each extreme (always use the same sex for both ends);
- ask everyone to place him/herself on the continuum (literally stand on the line from one end of the room to the other);
- after everyone is in the position of his or her choice, ask them to share their reasons for their choice with one or two people near them;
- or ask representative positions to be explained to the total group;
- or number off the group (one, two, three, four, one, two, three, four, etc.) from one end to the other and form groups of all the ones, twos, threes, etc. for discussion . . . this gives each group a spectrum of positions for discussion.
- take a position on the following continuums:

Self-centered Sam	Hopeless Harry
He thinks the world of himself	He thinks he can't do anything.
Connie Constant	Authority Ann
Will quit if she can't make every policy and decision that effects her in her employment.	Thinks that person in charge should decide all policy and make all decisions for her.
Really Important	Not Important at All
Competition is life-we must have competition in camp activities so kids can learn to survive.	Competition is horrible. It has no place in camp activities.
Totally Min[illegible]	Totally Determined
I must have total freedom completely	Others decide my freedom
Self Directed Sam	Authority Directed Allan
Wants no guidance or direction; will decide for himself what's the best way to accomplish the job.	Wants an authority to tell him everything about how to accomplish the job.

Trigger Stories

A trigger story is a short story that ends with an unanswered question or an unsolved problem or a statement that "'demands" a response. Read one of the stories below. Form small discussion groups of 3 or 4 staff and ask them to do four things:

- list together all the possible alternative responses to the unanswered question or situation . . . What could you do?
- discuss the consequences of each alternative. . . What would likely happen if you did each thing you've thought up;
- make an individual decision — each person chooses one response;

- discuss their reasons for their choices — each person explain why he/she chose what he/she chose.

Finally ask for volunteers to tell the total group what their decision was. You as group leader do not have to be in every group. As a matter of fact, the staff probably say more to each other than to you. Move from group to group and listen, show concern, be supportive of inquiry, ask questions.

You may be able to go beyond this verbal commitment to action by role playing. Ask for volunteers to act out one of the possible responses. But, the ultimate demonstration of action comes when the story is for real. One of the points of working with a group of staff over a period of time — the school year or a season or a long and intensive camp period — is to be supportive of your group when value decisions are for real. Part of your job is to link this discussion to situations real to your staff.

These are stories that will help your staff examine dilemmas that may occur.

- You are laying in your cabin with all campers asleep. It's after midnight, and for the second night in a row several other staff come by and want you to go on a midnight swim with them. They say, "Come on-you chickened out last night, you're not going to back out again tonight".

  What are all the things you could do?
  What might happen if you did each?
  Make a choice, and share why.
- You are the camp director. "We haven't seen him do it, but we know that one of the new counselors is cheating the camp," said two camp counselors who came to you.

  What are your options?
  What are the probable consequences of each option?
  What would you do and why?

TRAINING STAFF TO BE VALUE EDUCATORS

As we've seen in the preceding chapter, using strategies in staff orientation can help you accomplish your goals. At the same time it is an important modeling of the valuing process. But to equip your staff with the skills and confidence to actually lead strategies with campers in your camp, you will need to provide an additional special training event on how to become a value educator.

In this chapter we suggest a design for such a training event and discuss several keys to successful value training. However before getting into that, stop and think through your options for who you want to train. You may want to begin with something less that the whole staff. The following list of possible staff groups to train is offered to stimulate your thinking:

- Counselors in Training or Leadership Development Program — many camps have found this group to be ready for value work and very receptive to the process . . . a group that really needs to sort out its values and link its values to actions
- Junior Unit — you could take the youngest unit and train the counselors who work with that unit on the sound assumption that early and middle elementary children are at a crucial point of exploring what they feel and think and are not as locked into social pressures and habits as teens
- Senior Unit — the older youth may be more verbal, serious and concerned about ecology, leadership, social interactions, where they are going with their life; and thus, you could train the counselors of this unit
- All Counselors — another approach is to separate counselors from activity staff and train all counselors to be value educators as one of the unique emphases of their job . . . the key staff who are with the youth more constantly and become closer to individual campers and a cabin group
- All Staff — obviously the ideal would be to train all staff in values because every adult at camp has an important influence on the camp environment and on some individual campers

Regardless of which group of staff you chose, we urge you to set aside enough time for an effective training event. Two days are minimum. You need a comfortable setting for this group ideally isolated from the rest of the staff. The training should be after staff orientation so that the staff being trained are clear on their job, familiar with the physical camp, and comfortable with each other. This training will be most beneficial if there are few distractions and other agendas and if you set it up in a positive, supportive environment.

Full participation in the training sequence is essential. Without this type of group experience and sharing, the potential of these strategies is difficult to imagine. The person who obtains this manual without the training will most likely leave it on a bookshelf or in a file cabinet. The people that participate fully in the basic training, on the other hand, find all kinds of ways to use the experience and the strategies.

In working with camp counselors we make three basic assumptions:

- that people are o.k. to begin with; and that we should meet them where they're at;
- that people want to get to some neat places; and that we should be about the job of helping them clarify where they want to go; and
- that people can get there themselves, and our job is to simply help them get where they want to go if they want help.

This may also be a healthy attitude for counselors to have toward the campers entrusted to their care.

In other words, we have not discovered some totally new thing that we have to teach people. Quite the opposite, people are o.k. to begin with; and we are fortunate to be able to facilitate our own and their future growth.

The following design is for a two day training event for camp staff who will work with youth as value educators. The goal is to have them experience a variety of value strategies and look at their own valuing, to provide time and support for them to modify strategies and make action plans for how they will use strategies with their campers, and to structure practice leading opportunities for the camp staff that will help them build confidence to work with enthusiasm in their cabins and units on value education.

OBJECTIVE	ACTIVITY	TIME
1. To help participants begin to feel comfortable and to begin to create the environment for value education	Share your goals, outline schedule with broad topics, present ground rules and post them	10 - 15 minutes
2. To experience strategies useful in the opening or early in camp and for "self time"	Do several of the strategies from these two sections of the chapter titled Valuing Campers	2 hours
3. To have an initial experience with modifying and applying strategies	Individuals or pairs write out a plan for use of 2 - 4 strategies in the first two days of camp . . . share these plans in small groups	1 hour
4. To experience strategies useful in campfire, meal time and chapel settings	Do several of the strategies from these three sections of the chapter titled Valuing Campers	2 hours
5. To have a second and more in depth experience with applying strategies	Divide the group into teams giving at least one team campfires, one meal times and one chapels to plan a sequence of strategies for their setting for one camp session and share these designs	2 hours
6. To begin to internalize the theory behind value education	Individuals read the Introduction chapter of this handbook and share their reactions and concerns in triads helping each other with questions	45 minutes
7. To experience strategies useful on hikes, in sports	Do several of the strategies from these two sections of the chapter titled Valuing Campers	2 hours
8. To examine leadership issues	Have pairs select one strategy from any section and lead the group in that strategy (5 or 6 pairs make up one group) and give each other helpful feedback on leadership style (note: have staff participate as themselves, not as campers)	2 hours
9. To bring closure on the training and experience closure strategies	Do one or more of the closure strategies in the chapter titled Valuing Campers	30 minutes

Modifying Strategies

To make strategies relevant to your camp you may have to modify them to make the language more comfortable and the process fit your leadership style, time and setting. Five things to consider as you modify a strategy are:

- What are the important characteristics of your group?
- What is important about the setting (time and place) in which you'll be doing this strategy?
- What is the issue, topic, concern, or subject you want your campers to think about in this strategy?
- What are the best questions to ask to get them thinking (open ended, not directive)?
- How can they share their thoughts and feelings (pairs so everyone can talk at once, small groups, total group, etc.)?

Keys to Valuing Discussions

The following items should be shared at some point in initial or on-the-job-training. As camp director/trainer you will need to make short "inputs" on these items or "run off" handouts around groups of items you feel are most important.

A Special Place — At camp, there are many unique and comfortable places for group discussions. Most of

the time campers enjoy sitting on the ground or floor and having their counselor sit there with them. If your campers so desire, a corner of the cabin or a regular spot in camp may become their "special place for discussions". Just remember to be aware of where you do the valuing and make the location as supportive of discussion as possible.

Mood of the Children — The children and their moods are probably the elements most difficult to control. Yet everything that happens can work to improve or deteriorate the moods of the children. The important thing is to be sensitive to where they are, to be an active listener and to facilitate their sharing feelings. The effective counselor needs to be flexible and make every effort to get psychologically "with" the children. Tune-in to their mood and identify with them before you try to lead them. If something special has happened at camp that day, build on it and take it someplace rather than denying it and restricting it.

Pace — Vary the pace of your valuing session. Keep it moving with new questions and thoughts and strategies. Mix physical action with discussion and with writing. If something runs down, change the topic or format. Children can get bored easily. Yet they can also get very serious and deep. Be ready for quick changes.

Space — Sit on the same level as the children. Have them sit in a circle so that each one can see each of the others. From time to time break the group up into smaller groups of three or four, and let them discuss things among themselves. Children need plenty of space to wiggle; yet to get involved with you and with each other, they need to be close enough to you and to each other to hold their attention.

Directions — Give directions to a strategy very carefully. Make the directions as clear and simple as possible. Give all of the directions before starting the strategy. Nothing is more frustrating than being told a new rule in the middle of a game. Repeat directions two or three times before starting so that everyone has a couple of chances to catch on. Repeat the directions again the next time you use the same strategy even if it is just one session later.

Building leadership in the group — The children you are working with can lead valuing discussions. After several sessions ask for volunteers and let them lead a strategy. Give everyone an opportunity to lead. This may be the area where some of the children can show leadership that they haven't been able to before.

Attention — Give the children your full attention. Be totally "with" them. When an individual is speaking, look him or her right in the eye and listen. Show that you care about each child's response.

Trust the Children — If you don't believe the children are interested in values and don't feel they can discuss serious topics, the children won't be interested and won't discuss them. You have to believe in them, show confidence in yourself to lead them and confidence in the children to participate.

Share — Be a part of the group; and let the children know what you think and feel. For example, when you ask a voting question, hesitate a few seconds until most of your group has voted and then vote yourself. When a child asks what you think, give him or her your personal answer, labeling it as just that — not the answer, but your answer. Naturally, you have the right to pass like any other member of the group.

Neutral/supportive — It is very important that you don't respond to some children with "that's good" or "great" and then respond to others with "really" or "are you serious". Your responses to the children's contributions need to be neutral in terms of value yet supportive of their participation. Consistently say "okay" or "thank you" to each response in an interview, for example. You value their participation and the fact that they are thinking and sharing, but you do not judge the goodness or badness of the content of their ideas or feelings.

Plan or be spontaneous? — This is not an either/or situation. Certainly the more spontaneous the value education is the better. But some leaders use this as an excuse to avoid the tough job of really facilitating the development of children's valuing skills. The most spontaneous leader is the one who plans sessions and uses those plans . . . plus. He or she becomes effective at spontaneous interventions because he or she has conducted enough planned sessions to know the kids and really internalize the process. To teach basketball, we use drills and practice sessions first. We learn dribbling and passing and shooting and plays. Then we go into the real game and find the fundamentals come naturally and aid us as we grapple with the situation and the competition. The same holds for valuing. If we practice the skills, we will find that we are better at the "real game."

VALUING CAMPERS

On the following pages you will find strategies for use in a variety of situations. While they are grouped around times of the day and events at camp, feel free to adapt and use them in a variety of other situations. Using creativity and being as spontaneous as possible in the use of values education can produce an atmosphere of self learning and an awareness of others in the camp setting.

Strategies for Opening or Early in Camp Experience

- Name Tags
- Magic Box
- Interviews
- Coming to Camp
- Either-Or
- What it Takes for People to Live Together

Strategies for Self Time

- An Altar Under the Sky
- Sundial
- Camper Diary
- Rating Qualities

Strategies for Campfires

- Trigger Stories
- Whips
- Memories

Strategies for Meal Times

- I Spy
- A World Meal
- Treat Me Tags
- Picture Predicaments

Strategies for Chapel

- The Prodigal Son
- Shield
- Either-Ors
- Belief Scroll

Strategies for Hikes/Nature Study

- Alike Yet Different
- Finding a Friend in Nature
- Focus Object
- A Cast of Characters

Strategies for Sports

- Continuum
- Secret Assignment
- Focus Person
- Trigger Story

Strategies for Anytime

- Voting
- Cave Drawings
- Action-Learning

Strategies for Closure

- Campgrams
- Strengths
- Cabin Highs
- Looking Forward and Backward
- Winter Mail

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STRATEGY: NAME TAG

Setting: Opening or Early in Camp Experience

Objectives:

1. To get acquainted
2. To share some data important to each participant
3. to begin individual and group thinking about sharing and caring.

Process:

1. Ask each person to take a card (3x5 or larger).
2. Ask each person to write in the center of the card the name he/she would like to be called during camp, making the writing large. (If possible draw a large name tag on newsprint or chalkboard, writing your directions as you go).
3. Explain that the participants are going to add some information about themselves which they can share with one another on a one to one basis in a few minutes. Remind them that they can pass if they do not wish to share this information.

1. One thing you do best	2. One thing you hope to do at camp.
NAME	
3. Picture of an animal you're like.	4. What does cooperation mean to you?

- In corner #1, ask them to write or draw one of the things they do best.
- In corner #2, ask them to write or draw one thing they'd like to learn while at camp.
- In corner #3, ask them to draw a picture of one animal they're really like.
- In corner #4, ask them to write down a couple words that come to mind about cooperation. What does cooperation mean to you?

4. Have the participants put on their name tags and then mill around the room looking at each other's name tag. Then you may ask each person to pick one other person in the group who they know the least and sit down and share their Name Tag with each other.
5. The counselor should be sure to participate; make out a name tag of his or her own and share it as well. Have as much discussion as appropriate. Other possible name tag questions might include:
   - Who is someone you respect a lot?
   - Your favorite place in camp (so far)?
   - One way you show respect.
   - Two words you like people to say about you.
   - If you could be anything, what would you like to be?
   - If you could go to a camp in another country, where would you like to go?
   - What makes you happy?

Materials: Cards (3x5 or larger), pencils or crayons, masking tape.
Time: 10 minutes minimum

STRATEGY; MAGIC BOX

Setting: Opening or Early in Camp Experience

Objectives:

1. To get acquainted
2. To get participants to use imagination and creativity
3. To get participants to do some goal setting.
4. To give participants practice in ranking and setting priorities.

Process:

1. Pass out cards (3x5 or larger) and pencils or crayons. Describe this card as a magic box of any size or shape the camper wants it to be — it is magic.
2. Ask campers to fill the box (by writing or drawing) with all the things they hope will be a part of their camp experience. Things can be people, objects, ideas, relationships, concepts, anything. They are to write or draw as many things as possible.
3. When everyone has filled his or her box, form groups of three. Small groups like this are important for sharing and give more children a chance to talk and listen. The counselor has to trust the campers to be saying important things without his/her presence in every small group. Ask these groups to discuss their magic boxes . . . to be sure each person has the chance to describe the contents of his or her box to the group. Give them plenty of time in these groups. As the counselor, move around from group to group and help the campers work on the task by listening, asking questions, showing interest, and being supportive of everyone.
4. Provided there is enough time and interest, you might then ask each camper to rank order the things in their box. Put a #1 beside the thing they most want, a #2 beside the second most, and so on.

5. You might want to then have each person in the group share their top 3 choices in a total group discussion.
6. Other Magic Box Questions:
   - Fill your box with things that make you happy.
   - Fill your box with things that you look for in a friend.
   - Fill your box with things that you are afraid of.
   - Fill your box with things that a camp counselor should be.

Materials: 3x5 cards or larger, pencils or crayons
Time: 15 minutes minimum

STRATEGY: INTERVIEWS

Setting: Opening or Early in Camp Experience

Objectives:

1. To focus on one camper at a time, providing him/her with the opportunity to share in some depth his/her feelings about a number of issues.
2. To give each camper the chance to ask questions of another cabin mate and to listen closely to each member of his/her camp group.

Process:

1. Ask the entire group to sit in a circle. Ask for one volunteer to be interviewed. Remind the group of the ground rules emphasizing the right to pass. Also introduce two new options to the volunteer — "you can say 'enough' if you wish to end the interview at any time for any reason", and "you can ask any two of the same questions of me that I ask you."
2. Introduce the idea of the interview by referring to those seen on T.V. such as in a press conference or on a talk show. Interview questions should be open, exploratory, stimulating, yet gentle. The interviewer elicits information and feelings and then accepts the response with a non-judgmental "o.k." or "thank you". He/she then nudges further and again accepts whatever is shared. Interviews should last about 5 minutes and might include questions such as:
   - What is your full name?
   - Where do you live?
   - Describe each person in your family.
   - Describe your room — especially the parts of it you think are important, the things you put into it.
   - Tell us about the happiest day you can remember.
   - What can you remember that helped make that day special?
   - Have you ever been at camp before?
   - What do you enjoy most about camp?
   - What is the most difficult thing about being away from home?
   - Describe the last time you were bored or lonely.
   - What happened to make you happy again?
   - Name three things you really like to do.
   - If you could have any wish at all right now, what one wish would you make?
   - What are the most important things for you in the whole world?
   - What do you want to be good at by the time you leave camp?
3. Three types of questions in an interview are often helpful:
   - questions about important people in the interviewee's life,
   - questions about the environments of the interviewee, and
   - questions about interests, activities, skills and values of the interviewee.
4. The counselor should try to interview all the campers who want to be interviewed in the first day or two. At some point, the counselor should let the group interview him/her.

Materials: None
Time: 5 Minutes per interview minimum

STRATEGY: COMING TO CAMP

Setting: Opening or Early in Camp Experience

Objectives:

1. To become acquainted with each other
2. To provide a link between home and camp
3. To focus on the feelings of being at camp

Process:

1. Review and reinforce the ground rules. Have everyone sit in a circle, and introduce this as an opportunity to talk about some of the things we've all thought about before coming to camp.
2. You will read each of the incomplete sentences below (one at a time) and give each person a chance to complete the sentence on a piece of paper. The first person to the right of the leader will repeat the sentence and read what he/she has on his/her paper. It will then continue moving one person to the right until each person in the circle has had a chance to share his/her response. The leader will then move on to the next sentence.

- When I found out that I was coming to camp, I felt _____.
- My family told me that camp would be _____ _____.
- I thought we would do lots of things at camp, including _____.
- When I went to bed last night, I was thinking about _____.
- Things I worried about before coming to camp were _____.
- When I got up this morning, I _____.
- Packing to come to camp was _____.
- My first hour at camp today was _____ _____.

3. After several or all of these questions (and any added on by the leader or group), you may wish to come back to one or two for an open discussion.

Materials: None

Time: 15 minutes

STRATEGY: EITHER-OR

Setting: Opening or Early in Camp Experience

Objectives:

1. To focus attention on choosing between two things
2. To provide an opportunity for people to see the choices others make and to share why they make the choices they do

Process:

1. Explain that you will ask a question, such as "How many of you are more like either _____ or _____?", pointing to opposite ends of the area for each choice, and that, without talking, everyone will choose and move to one end of the area or the other.
2. Ask:
   (a) How many of you are more like either a lion or an elephant?
   (b) How many of you are more like either a sports player or a sports fan?
3. Ask the participants to find someone nearby them to share for thirty seconds the reasons why they made the choice they did.
4. Ask:
   (a) How many of you are more like a pond or the ocean?
   (b) How many of you would find it easier either to talk or to listen?
5. Ask 2 volunteers from each end to share with the entire group the reasons why they made the choice they did.
6. Ask:
   (a) How many of you are more like a forest or a meadow?
   (b) How many feel it is more fun either to climb a mountain or to sail in the ocean?
7. Ask each person from one group to seek out one person from the opposite group and again both share the reasons for their choices.
8. Other either-ors might include:
   - helper or a watcher
   - hitter or a fielder
   - giver or a taker
   - tent or a cabin
   - kite or kite string
   - cook or eat
   - fish or duck

Materials: None

Time: 10-15 minutes

STRATEGY: WHAT IT TAKES FOR PEOPLE TO LIVE TOGETHER

Setting: Opening or Early in Camp Experience

Objectives:

1. To focus attention on cooperation
2. To allow the group to set some expectations of each other for the experience ahead
3. To build teamwork by doing a project together

Process:

1. Counselor asks the group to sit in a circle and reinforces the ground rules. Counselor asks cabin members to say what they think it takes for people to enjoy living together in a cabin. For example, the counselor might say, "Everyone should stay out of other people's things." The counselor then writes or draws a picture of this on a piece of newsprint.
2. Counselor then encourages campers to add to the list - each time having the person write or draw the idea after saying it. Accept each idea.
3. If needed, the counselor may ask clarifying questions such as: What about other's belongings, sharing cabin clean up, the way to treat each other, etc.
4. When the full list is ready, make sure everyone understands them. Then ask each person to rank these things in the order of importance. Number 1 beside that which is most important, 2 beside second and so on through about 6.
5. The group may want to have a discussion at

this point around any of the items and the rankings they give them.

6. Post the complete list with each person's rankings somewhere in the living area.

Materials: Several pieces of newsprint or large paper, a marker, a different color crayon for each person

Time: 15 minutes minimum

STRATEGY: AN ALTAR UNDER THE SKY

Setting: Self-time

Objectives:

1. To allow each individual the opportunity to seek and create a meaningful place of his/her own
2. To give the opportunity to each camper for reflective thought
3. To allow each camper the opportunity to share reflective thoughts and a place of meaning with others

Process:

1. Counselor reinforces ground rules and asks each person to think for a minute about a special spot they have been to in camp, a spot that had special meaning to them. The entire group throws out words that describe the place they are thinking of. What are the characteristics of it? After a couple of minutes, the counselor asks each camper to go out and find a magic place where he/she can make their altar under the sky. A place that has special meaning. . .a place for reflections. . .thinking. . .a place that is private. . .a place that seems natural and good for the camper. After about 15 minutes in their magic place, they can return to the group for the next camp activity.
2. Sometime each day an opportunity is given (at a time when the total group is available to participate) for each camper to go to his or her place for 15 minutes. When the group returns they might share some of the feelings they have about the place, perhaps some of the things they thought about, and their thoughts about the value of quietness and privacy.
3. After a few days, give campers the option to find another place, to build a "new altar", a place to meditate, to talk to God, to think about self.
4. Toward the end of the camping session, each camper might be encouraged to share his/her magic place with another - to invite someone else there to talk together.
5. An additional option for camps involved with the rag or leather society would be to allow this magic place to be spot for counseling and eventual awarding of the 'rag'.

Materials: None

Time: 15-30 minutes

STRATEGY: SUNDIAL

Setting: Self-time

Objectives:

1. To provide campers with an opportunity to learn about a time device
2. To give campers practice in the use of non-verbal communication skills
3. To allow each individual to share feelings about different times of the day and what they do at those times

Process:

1. After reinforcing the ground rules, decide as a group on a special place in camp to build and place a sundial. This place should be close to the traffic pattern so that campers can easily get to the sundial. Place an envelope near the sundial full of 3x5 cards which have a picture of the sundial drawn on them.
2. Ask each camper to pass the sundial at least twice a day. When they pass the sundial, they should draw an arrow to show the position they observed the sundial in. They should also print their name, where they were coming from, where they were going to, and one or two words to describe how they were feeling as they pass the sundial. They should then place the card into another envelope marked "completed".
3. At the end of the day, or after several days, have the group gather together at the sundial for reading of the cards and discussion of life at camp.

Materials: Supplies for a sundial, diagram of a sundial on 3x5 cards (number depending on size of group and number of days), several pencils, 2 envelopes

Time: Open

STRATEGY: CAMPER DIARY

Setting: Self-time

Objectives:

1. Provide a time for camper reflection and goal setting
2. Provide an opportunity for campers to record their experiences at camp
3. To provide the chance for both camper and counselor to look at the camper's experience and share jointly in their learnings

Process:

1. After reinforcing the ground rules, the counselor defines a diary as something in which to write down events, thoughts and feelings in similar fashion to what the Waltons do on television. The activities on the diary sheets may be used simply as a recording device and not shared until the end of camp, or may be used as a sharing device to create discussion at the end of each day. The important thing is to provide enough time and space in the day for the camper to reflect on what he or she has experienced that day.
2. Each day, the counselor hands out one more sheet to be filled in and made part of the diary. In addition, craft materials might be made available to the campers for them to make a cover or case for the diary.
3. At the end of the camp session, each camper should be encouraged to take their diary home for sharing with family and for a keepsake.

Materials: Diary sheets, pencils, craft supplies (if desired)

Time: 10 minutes per day

Camper Diary Model #1

Counselor: "What did you guys think of your first day at camp?"

(You) Camper

Counselor: "What do you think about just before you go to sleep here at camp?"

(You) Camper

Counselor: "I don't like the bugs at this camp! What don't you like?"

(You) Camper

Counselor: "What did you do today that was fun?"

(You) Camper

Write in what the counselor said that was of the most interest to you today. Write in what you felt or thought when he said it.

Counselor

(You) Camper

Camper Diary Model #2

List three (3) things you saw today that you really liked:

1.
2.
3.

List three (3) things you hope to see tomorrow:

1.
2.
3.

Of all the things you've seen at camp so far, draw a picture of the thing that you liked the best:

Camper Diary Model #3

Complete the following:

1. Darkness makes me feel _____.
2. Fire is like _____.
3. Birds are like _____.
4. Singing together makes me _____.
5. I miss _____.
6. If _____ (person) were here, I'd tell them that _____.
7. A friend is _____.
8. A camper is _____.
9. A counselor is _____.
10. I wish I could _____.
11. Tomorrow I hope we _____.
12. The greatest thing about today was _____.

Camper Diary Model #4

List the activities you did today beside the corresponding time at which you did them.

8:00 a.m.
9:00 a.m.
10:00 a.m.
11:00 a.m.
12:00 noon
1:00 p.m.
2:00 p.m.
3:00 p.m.
4:00 p.m.
5:00 p.m.
6:00 p.m.
7:00 p.m.
8:00 p.m.
9:00 p.m.
10:00 p.m.

*Star your happiest time today.
Underline your most average time today
Complete the following sentences:

Today I spent most of my time _____.

Time went fastest when we _____.

Tomorrow I hope we spend more time _____.

Camper Diary Model #5

Write down what you did today and how you feel about it. Also use this space to write down anything else you would like.

STRATEGY: RATING QUALITIES

Setting: Self-time

Objectives:

1. To allow campers to think of qualities that they think make up a good person
2. To provide a counseling tool for camp leaders who care to work with an individual camper and his/her goals

Process:

1. After reinforcing the ground rules, the counselor hands out a sheet of paper to each individual. Each camper is then asked to list down the left side 5 or 6 qualities of a good person.

1. QUALITY	2.	3.
1.		
2.		
3.		
4.		
5.		
6.		

2. Ask campers to next draw a column down the middle. In this column ask them to put a 1 beside that quality which they consider to be most important, a 2 beside the second most important, and so on.
3. In the 3rd column (far right) ask campers to rank themselves on these qualities putting a 1 beside that quality which they now have to the greatest degree, a 2 beside the second most and so on.
4. Next ask campers to circle 2 of those qualities they'd like to work on while at camp. After forming a circle, ask each camper to select 1 quality they'd like to work on and share it with the group. Remind them of the option to pass. As each shares, allow the group to brainstorm for one minute on how that person might work on the quality he/she mentioned.
5. If your camp is involved with the rag or leathers, you may want to tie this strategy into your future counseling with a prospective ragger.

Materials: Pencils, Paper

Time: 20 minutes minimum

STRATEGY: TRIGGER STORIES

Setting: Campfires

Objectives:

1. To expose campers to a problem situation at a low pressure time
2. To teach campers an alternative decision making process
3. To give campers the opportunity to utilize others in helping them to make decisions

Process:

1. Reinforce the ground rules and ask the campers to sit in groups of 3 on the floor or ground. Explain that you are going to read or tell them a story and ask them to discuss it in a new or different way.
2. Read a trigger story such as this one:

   It's the first day of camp and you've just said good-bye to your parents. You walk into the cabin and meet your counselor. You've never been to camp before. The counselor says: "Hi I'm your counselor. Pick the bunk you want. I'll be back in a couple minutes and we'll take a tour of camp." You pick a bunk and wait for the counselor to return. While waiting another camper who is much bigger than you walks in. He says: "Hey buddy - you're new around here. This is my second year. Is that your stuff in the top bunk?" You reply that it is. "Well move it, because that's the bunk I'm going to use. You'd better learn not to get in the way of the older campers!"
3. Now ask each group of 3 campers to think of all the things they could do. What are all the possible options, even if they sound crazy? One camper in the group may wish to write each of these down.
4. After several minutes ask them to think of the consequences of each option. What might happen if you did each thing?
5. After several more minutes, ask each camper to choose from that list (or from something they have thought of since) the one thing they would do. Each is to make a choice, share it with the other two and explain why they made the choice they did. (Please note we are not asking for a group decision - only individual decisions.)
6. The same process should be used with any other trigger story. More triggers can be found on the next page. In addition, you may wish to allow campers to make up trigger stories based on their own experiences.

Materials: Paper, Pencils

Time: 10 minutes minimum

MORE TRIGGER STORIES

"Very Late" Part I

. . . Your cabin, long after taps. Everything is quiet.

. . . One of your friends, "Psst - wake up - C'mon. We're going exploring around camp and we want you to come along."

STOP

What could you do right now?

What might happen?

"Very late" Part II

. . . You decide to go along and you're hiking through the woods. One of your buddies has an idea, "Let's split up for five minutes and see if we can find each other again." It's very dark out and the woods are very thick.

STOP

What could you do right now?

What might happen?

"Very late" Part III

. . . You split up, but after 2 minutes, you hear a howling sound and you all get back together. One of your friends is hungry and suggests going to the dining hall. When you arrive you find the back door into the kitchen is open. Standing in the kitchen, you can see the lock has been left off the walk-in refrigerator. There is cake, pudding and lots of left-overs in the refrigerator.

STOP

What could you do right now?

What might happen?

"Very late" Part IV

. . . One of your friends suggests going to the beach. Upon arriving someone says, "Let's take off our clothes and go for a dip. No one will see us." Everyone starts taking off their clothes and heads toward the water.

STOP

What could you do right now?

What might happen?

"Very late" Part V

. . . Someone sees a canoe by the beach. "Hey, let's take the canoe and swamp it. No one will be able to find it until they dive to the bottom of the swim area. It can be our secret. Help me get it to the bottom." Everyone gets out of the water and runs toward the canoe.

STOP

What could you do right now?

What would happen if you did each of those things?

"Very late" Part VI

After swamping the canoe the group decides to return to the cabin and go back to bed. The next day the canoe is discovered at the bottom of the swim area and a pair of shorts is found on the beach. The waterfront director knows the shorts belong to someone in your cabin. He comes during the rest period and asks one person at a time to step outside the cabin for a talk. Your turn to talk with him is next, and none of your other friends who were with you last night have talked to the waterfront director yet.

STOP

What could you do right now?

What might happen if you did each of those things?

"Swimming" Part I

. . . You are sitting near the waterfront with your cabin mates. You are a red tag swimmer and are happy that you are.

Someone in the cabin says, "If everyone in this cabin were a blue tag swimmer, we could take a canoe trip." As he looks at you he continues, "You're the only red tag swimmer we have. If you would go get your blue tag, we could take the canoe trip." Another in your cabin says, "Yeah! We passed the test and you're the same size and age we are. How come you won't take the test?"

STOP

What could you do?

What might happen?

Note: Blue tag - top swimming group
Red tag - one category under blue tag

"Swimming" Part II

You decide to try, and remember the test to become a blue tag. You must row across the lake in a boat, jump into the water on the other side, and swim back across the lake to the swim area. All of your friends go to the beach with you. They're all watching as you give your name to the waterfront director and head toward the boat. You know if you don't pass the test, your cabin group doesn't get to take the canoe trip.

STOP

What could you do?
What might happen?

"Camp Store"

. . . in line at the camp store. You only have enough money for a couple of candy bars and some gifts to take home for people in your family.

Cabin mate: "Hey, I have an idea. Let's all buy camp T-shirts for the game tonight. We can take them to the craft shop and put our names and numbers on them." Everyone thinks this is a neat idea. But if you buy a T-shirt, you won't have enough money left to buy the gifts.

STOP

What could you do?
What might happen?

"The Missing Canteen"

Let's pretend that we are all cabin counselors. You and the members of your cabin group have been anxiously awaiting today, because you've planned an all day hiking trip. Several of your campers, though, have had things stolen during the week.

Everyone is ready to go, when one of your campers approaches the group and announces that his canteen has been stolen. He refuses to go on the hike unless he has the canteen.

STOP

What could you do?
What might happen?

"The Big Clean-up" Part I

. . . cabin during clean-up. The last day of camp is inspection. If your cabin wins today, they get the "cleanest cabin award." The biggest guy in the cabin has been bulleying you around all week. He never does any work during clean-up, he's always making you do his work.

Counselor. . . "We have to win today in order to get the award for the week. I've got to go see the nurse; and when I come back, I want to see this place sparkle."

Everyone gets to work except the bully - he just sits there. You say something to him, "C'mon. You heard what the counselor said. We have to make this place sparkle. You should make your bed!"

Bully replies, "Making the bed isn't my job. I never do it at home. Let's see you make me do it!"

STOP

What could you do?
What might happen?

"The Big Clean-up" Part II

The last day of camp your cabin is assigned the job of cleaning the bathroom. You overheard one of the guys in the cabin talking to the nurse at breakfast.

"I'm sick. I was up all night throwing up and going to the bathroom. Can I stay in the Health Lodge this morning?" You know that this person wasn't sick because he slept on the bunk under you. He ate a full breakfast and never told the counselor or his cabin mates that he was sick. You suspect he's just saying that to the nurse to get out of cleaning the bathrooms.

STOP

What could you do?
What might happen?

STRATEGY: WHIPS

Setting: Campfires

Objectives:

1. To allow campers to identify feelings they have
2. To provide a chance for reflection on a days activities

Process:

1. Sitting in a circle, reinforce the ground rules. Then simply ask for information that suggests a brief answer, and go from person to person getting each persons response and moving quickly on to the next participant without any discussion. Discussion may occur as a group after the whip is completed.
2. Examples of whips might include:
   - Think of an animal sound, and as we whip around the circle share it with the group. . .
   - Now share how the sound you named makes you feel.
   - Who is your most favorite hero?
   - How does fire make you feel?
   - What do you like most about the outdoors?
   - When someone dares me, I feel _____ .
   - When I can't do something, I feel _____.

Materials: None

Time: 10 minutes

STRATEGY: MEMORIES

Setting: Campfire

Objectives:

1. To allow campers to think of things that have happened to them in the past - and the future
2. To allow campers to share their experiences and goals with each other

Process:

1. Reinforce ground rules with campers sitting around in a circle. Go around the circle asking each camper to tell how old they were 2 years ago - and one thing that happened to them that year which they remember.
2. Go around again asking each to share the funniest thing which has happened to them in the last 2 years.
3. Go around this time asking each to share the greatest thing (greatest thrill, greatest experience, greatest achievement) in the last 2 years.
4. Go around once more asking each to share one thing they hope will happen to them in the next 2 years.

Materials: none

Time: 10 minutes minimum

STRATEGY: I SPY

Setting: Meals

Objectives:

1. To allow campers to share a fun "game type experience" at meal time
2. To allow campers the chance to share feelings with each other.

Process:

1. After reinforcing the ground rules, ask the campers how many of them ever played the game "I Spy".
2. Tell them they're going to play the game during the meal. You start it off by saying "I spy something green which makes me feel cool." The campers then try to guess what it is. Whoever guesses continues the game by spotting something, saying what color the object is, and adding how the object makes them feel.
3. Before the meal is over, the group may want to discuss some of the special feelings they have while they're in the dining hall.

Materials: none

Time: 15 minutes

STRATEGY: WORLD MEAL

Setting: Meal

Objectives:

1. To give campers the opportunity to look at and gain an understanding of another culture - how it differs and how it is similar to our own
2. To explore value issue that are present in international understanding

Process:

1. Pick a given meal during the week for an international dinner. Choose a country for which ample background material can be made available to counselors and campers. Campers make their own costumes, the cooks prepare the meal, and other preparations are made.
2. Just before the meal, a story about family life in the given country is read and the ground rules are reviewed. During the meal the counselor and campers might discuss the following questions:
   - What did you hear about family life in the country which differs from your family life?
   - What did you hear which is similar to your family life?
   - What values do you think are stressed by the family in the story?
   - What would you have to change in your life if you'd go live with the family in the story?
3. After the meal, games from the country might be played and songs taught.
4. If there are campers or counselors from a for-

eign country, they can be well utilized in the planning and follow-through of this event. Here is a sample story about family life from the country of Mexico.

Mexico

I am Pedro, oldest of six children and we live with my mother, father, grandfather, grandmother and my Aunt Linda and her two children. We are lucky because we have a house with three rooms. In our village most houses have only one room. Before I go to school each day, I have many jobs to do at home. I have to bring in wood for the fire after I have cut it with my machete. I have to bring water from the well at the end of the street.

My father drives a truck for a big company from the city. He is gone much of the time, but he does have a job all the time, so we have enough money to buy rice and sugar and beans and other food. My mother cleans house for a rich lady and my grandmother cooks for us and watches us. She gets tired very easily because she is old. Every day she tries to take a rest and we children are supposed to be very quiet. But sometimes we forget! Grandfather is very old and can't get out of bed anymore. He says he will probably die soon. I hope not, though, because I love to sit on his bed and listen to him tell me stories of when he was a boy. Life must have been exciting in those days!

One of my favorite times with my family is during our church festivals. We have parties that last 3 or 4 days and we eat all kinds of special foods. My aunts and uncles come for the parties and our whole neighborhood is laughing and dancing and eating.

At our last celebration my parents gave me 10¢ all for myself. I went out that very day and bought some candy. My mother thought perhaps I should have saved the money, but why bother?

Materials: costumes, decorations, stories

Time: Varies depending on what is done

STRATEGY: "TREAT ME" TAGS

Setting: Meals

Objectives:

1. To practice respectful actions
2. To help participants get acquainted
3. To help participants become aware of positive feelings of self-worth they have when giving and receiving respect

Process:

1. Reinforce the ground rules.
2. Stick small "Treat Me" tag to the forehead of each camper. This tag tells the reader how to treat the camper wearing it during this meal. The person wearing the tag does not know what it says.
3. Ask the participants to read each person's tag during the first 5 minutes of the meal but not to tell him/her what it says. During the meal, they are to act towards each person as the tag on their forehead directs.
4. Group discussion: Near the end of the meal ask the participants to remove their "Treat Me" tags and share any feelings they had during the meal. Possible questions:
   - "How did you feel when you were treated with respect?"
   - "How do you feel about yourself right now?"
   - "Did you see someone else's 'Treat Me' tag that you wish you could have worn?"
5. "Treat Me" Tags (One of the following lines for each tag)
   - Treat me with respect because I'm new here!
   - Treat me with respect as a new friend.
   - Treat me with respect by looking at me as we talk.
   - Treat me with respect by calling me by my name.
   - Treat me with respect by shaking my hand.
   - Treat me with respect by listening carefully to me.
   - Treat me with respect by asking me how I feel.
   - Treat me with respect by getting me something I need right now.
   - Treat me with respect because I'm me!
   - Treat me with respect as you would your parents.
   - Treat me with respect because I'm a good ball player.
   - Treat me with respect because I get very high grades.
   - Treat me with respect because I'm a kid!
   - Treat me with respect because I'm an adult.
   - Treat me with respect because I'm getting ready to move.

Materials: "Treat Me" tags (1 for each participant), with a sticky backing or tape.

Time: 15 minutes

STRATEGY: PICTURE PREDICAMENTS

Setting: Meals

Objectives:

1. To allow each camper to be creative
2. To reinforce the communication skills of talking and listening
3. To help campers think about decisions

Process:

1. Reinforce the ground rules. Before the meal, set on the table enough photographs or pictures from magazines so that each camper and the counselor will have one. Place these face down on the table.
2. During the meal, ask one camper at a time to pick up one of the pictures. After showing the picture to the rest of the group, the camper holding it makes up a story about it. The story must include a problem that needs to be solved, and the storyteller must tell some of the possible solutions to the story, choosing one to close the story with if he/she so desires. Allow no more than 2-3 minutes for each story. An example might be a camper who picked up a picture of a group of people standing near the entrance to the roller coaster ride at an amusement park. The story might go like this:

   "The little boy standing in the middle of the picture is Billy. He's never ridden this ride before and is quite scared. He wants to get out of line but those big kids standing next to him are his brothers and they won't let him. They keep calling him names and telling him he'll get into trouble if he gets out of line since they've already bought his ticket. He's thinking about dashing away, or yelling for his parents, or telling the ride operator that he's scared, or keeping his eyes closed the whole time he's on the ride. If it were me, I'd tell the ride operator I was scared and see what he thinks I should do."
3. After all have told their story, you may want to come back to any one particular story and list as a group more options for solving the problem and talk about the consequences of each. Then allow each camper to make a choice and share why.

Materials: Photo or pictures from magazines

Time: 20-25 minutes

STRATEGY: THE PRODIGAL SON

Setting: Chapel

Objectives:

1. To take a closer look at a popular Bible Story.
2. To allow counselors and campers to become involved in the story, experiencing the feelings and value issues involved
3. To allow campers to practice ranking and setting priorities

Process:

1. Ahead of time ask for four volunteers and give them each a number. They are to role play the part of a son returning home.
2. Remind the entire group of the ground rules. Read or ask a volunteer to read from the Bible the story of the prodigal son, Luke 15:11-32. At the conclusion, announce that we're going to act out what else might have happened in the story.
3. Ask for your four volunteers to walk in one at a time, playing the role of a son returning home. You play the role of the father, but act differently toward each one.
   - With the first, tell him how bad you felt when he left. Give him conditions under which he'll be permitted to stay: get up a 6:00 a.m., help with chores, not staying out late at night, don't bug parents, etc. Give him a conditional acceptance.
   - With the second, ignore him. Don't get into a conversation, just point to his room and tell him to stay out of the way. Give him an ignoring response.
   - With the third, keep your physical distance. Tell him how dirty he looks, what a mess his clothes are, and how bad he stinks. Tell him you'll talk after he gets cleaned up. Give him the "I'll accept you when you look good" response.
   - With the fourth, put your arm around him, tell him you love him and that you're glad he's back. Make a couple of plans like going fishing and then tell him to come back downstairs (from his room) once he's settled in. Give him total acceptance.
4. Now ask each person to write down these four words on paper: Conditional, Ignore, Accept when Clean; and Total Acceptance. Each should then put a 1 beside the response which brought out the most emotion (in them), a 2 beside the second most and so on. To conclude the exercise, ask them to share their rankings and reasons with one other person.

Materials: Bible, four volunteers, paper pencils

Time: 15 minutes

Special Thanks to Roland Larson for this strategy

STRATEGY: SHIELD

Setting: Chapel

Objectives:

1. To provide the opportunity for each person to focus on their beliefs related to God, country and themselves
2. To allow each participant to share this with others

Process:

1. After reinforcing the ground rules, give each person a piece of paper (8½ x 11 is good) and a pencil or some crayons. Ask them to draw a shield and divide it into four sections.
2. In section #1, put some words or pictures to say what you value most about God and creation.
3. In section #2, put some things that you value most about youself.
4. In section #3, put some things that you value most about your country.
5. In section #4, put some things that you value most about your family and closest friends.
6. You may wish at this point to sub-divide into groups of three and have each person describe section by section what is on their shield.
7. Hang the shields on the wall or other prominent place, allowing participants to do a 'gallery walk' by looking at everyone else's shield.

Materials: paper (8½ x 11), crayons or pencils, tape

Time: 15 minutes minimum

STRATEGY: EITHER-ORS

Setting: Chapel

Objectives:

1. To focus attention on choosing between two things
2. To provide an opportunity for people to see the choices others make and to share reasons why they make the choices they do
3. To allow participants to share their feelings on value issues related to chapel and beliefs

Process:

1. After reinforcing the ground rules, explain that you will ask a question; such as "How many of you are more like either _____ or _____? Pointing to opposite ends of the area for each choice, and that without talking, everyone will choose and move to one end of the area or the other.
2. Ask:
   a. How many of you would prefer to either pray silently or pray out loud?
   b. How many of you would prefer to go to Chapel with lots of people or go to Chapel alone?
3. Ask participants to find someone nearby them to share for thirty seconds the reasons why they made the choice they did.
4. Ask:
   a. How many of you prefer to get into discussion about a chapel story or sit and listen to a chapel story?
   b. How many of you are more like the altar or the benches?
5. Ask 2 volunteers from each end to share with the entire group the reasons why they made the choice they did.
6. Ask:
   a. How many of you feel closer to God in Chapel or the forest?
   b. How many of you would prefer chapel at a special time of the day or whenever you feel like it?
7. Ask each person from one group to seek out one person from the opposite group and again both share the reason for their choices.

Materials: none

Time: 10-15 minutes

STRATEGY: BELIEF SCROLL

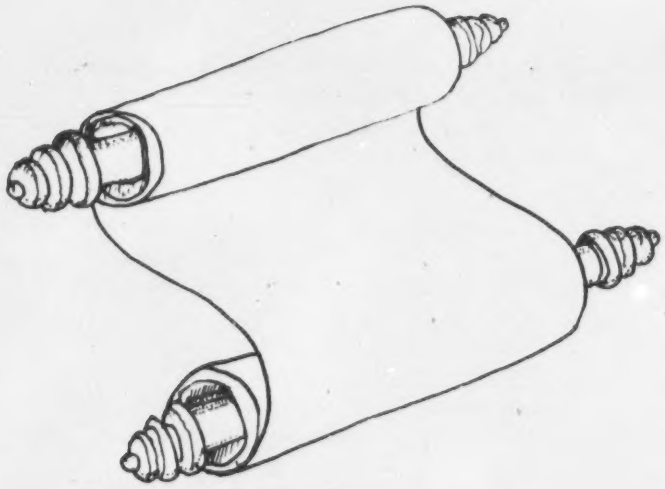
Setting: Chapel

Objectives:

1. To allow each person the opportunity to examine his/her beliefs and share those with the rest of the group
2. To allow each person to look at where they learned their beliefs and which of them they'd like to pass on to others

Process:

1. After reinforcing the ground rules, give each person a piece of paper. (8½ x 11 is a good size) Ask them to make it into a scroll by taping each end around a stick. Then ask them to divide the scroll into 3 sections with crayons if possible. They are to number the sections 1, 2, 3.



2. In the first section ask them to draw (or write) all the things they believe in.
3. In the second section ask them to draw (or write) all the people (or things) that helped them learn those beliefs.
4. In the third section, ask them to draw (or write) any belief they would like to teach someone else.
5. Ask the campers to pair off with one other person, both sharing the material on their scroll.
6. The entire group may then wish to get into a discussion around questions such as:
   - Why do we have beliefs - what purpose do they serve?
   - What institutions (you may need to define) in our society serve to teach and reconfirm beliefs?
   - How should parents teach beliefs to their children?

Materials: paper (8½ x 11), sticks, tape, crayons

Time: 15 minutes minimum

STRATEGY: ALIKE YET DIFFERENT

Setting: Nature Study/Hiking

Objectives:

1. To allow each person to use his/her senses in relating to natural objects
2. To explore the value of uniqueness, both in nature and in human life

Process:

1. After reinforcing the ground rules, ask each person to find a leaf (all from the same tree).
2. Each person then studies that leaf carefully - so as to be able to recognize it (no marks). "Touch it, smell it, rub it on your arm, etc. - to experience it - get acquainted with it."
3. Put all the leaves in a box or bag and mix them up. Then lay them out and get each person to find his/her leaf. Pair the children off, asking them to share with each other what makes their leaf unique.
4. Ask all participants to sit in a circle and discuss the following:
   - What make people unique?
   - Is it good that people are unique?
   - How can two people that are different get along with each other?
   - Think of some unique people you know and describe them to the group.
5. To conclude the experience, take turns and ask each person to introduce the person on his/her right based on what makes that person unique-what are his/her positive qualities. Go around the circle until each person has been introduced.

Materials: a tree, box or bag

Time: 20 minutes minimum

STRATEGY: FINDING A FRIEND IN NATURE

Setting: Nature Study/Hiking

Objectives:

1. To provide a creative, imaginative experience
2. To help participants identify what kinds of things they look for in a friend

Process:

1. After reinforcing the ground rules, ask each person to go alone on a short 5 minute hike. During the hike ask them to find a friend in nature. The friend they find should be something that just seems to jump out or cry out and say, "Hey, choose me. Here I am. I'm your new friend!" In about 5 minutes all participants and their new friends should return to a common spot.
2. Sitting in a circle, ask each person to introduce his/her new friend to the group. During the introduction they should describe how they found the object, where they found it, and what qualities they were looking for when they went out to find a friend.
3. General discussion questions for the group to talk about once everyone has introduced their friend might include:
   - Where do people go to find human friends?
   - What are things friends do together?
   - What are some things friends talk about?

— What could friends do when they get upset with each other?

Materials: none

Time: 20 minutes minimum

STRATEGY: FOCUS OBJECT

Setting: Nature Study/Hiking

Objectives:

1. To allow the opportunity for each person to practice the skills of listening and talking
2. To focus attention on an object in nature
3. To give each person the opportunity to imagine and create

Process:

1. Before the strategy, the counselor has selected an object from nature. Ask all participants to sit in a circle with their feet touching. After reinforcing the ground rules, explain to the group that you have an object behind your back which each of them will have a chance to talk about.
2. The counselor should then give the object to the person to his/her immediate right. That person is asked to begin talking about the object. They might describe it, say where it might have come from, refer to what it might be used for, or relate anything (even an imaginary story) about the object.
3. After one or two minutes the object is passed on to the next person to the right. This person talks about the object also, but he/she cannot repeat anything that has been said about the object so far. Emphasize to the group to be creative - everything does not need to be factual or real.
4. At the end the group may have a discussion around these questions:
   — What new learnings did you have?
   — Did someone smell it, taste it, feel it, bite it, etc.?
   — Do you feel you know this object better?

Materials: object from nature

Time: 25 minutes

STRATEGY: A CAST OF CHARACTERS

Setting: Nature Study/Hiking

Objectives:

1. To expose campers to a problem situation at a low pressure time
2. To allow campers the chance to rank or prioritize choices and decisions
3. To focus on issues which might be present in ecology

Process:

1. After reinforcing the ground rules, ask the campers to write down on a piece of paper the following names: Mayor, Child, the Industrialist, the Voter, the Hunter.
2. Explain to the group that you're going to now describe each of the people listed on the paper, and when you're all through you're going to ask them to do something. Then proceed with the following descriptions:
   — The Mayor - has just signed a bill which allows an area of woods in your city to be sold for real estate and industry.
   — The Child - he's a boy 11 years old who likes to hike in the woods. He enjoys marking where he's been by carving his initials into trees.
   — The Industrialist - to cut expenses on production and keep the costs to the public down, the industrialist has decided not to install an air pollution control system in his factory.
   — The Voter - has just gone to the polls and has said "no" to a new law which would have prohibited burning of trash. In other words, she has said it's "o.k." to burn trash.
   — The Hunter - Spotting a rabbit, he shoots and kills it.
3. Ask each participant to now rank the people on their sheet by putting a #1 beside the one which they think has done the most damage to nature, a #2 beside the second most and so on through a #5 beside the one which they think did the least damage to nature.
4. Ask participants to pair off and share their rankings and reasons for those rankings with the other person.
5. The group may then wish to have a general discussion about the issues which were raised in the strategy.

Materials: Paper, pencils

Time: 20 minutes minimum

STRATEGY: CONTINUUM

Setting: Sports Events

Objectives:

1. To help participants practice taking stands on

issues that are described by two opposite extremes

2. To allow participants to be exposed to reasoning on an issue which may be a little different than their own.

Process:

1. After reinforcing the ground rules, describe two extremes. . .the ends of the continuum. . . use descriptive names for a character that might be at each extreme.
2. Ask each person to then place him/herself on the continuum (literally stand on the line from one end of the area to the other).
3. After everyone is in the position of his or her choice, ask them to share their reasons with one or two people near them; or ask representative positions to be explained to the total group; or number off the group (one, two, three, four, one, two, three, four, etc.) from one end to the other and form groups of all the ones, twos, threes, etc. for discussion - this gives each group a spectrum of positions for discussion. Another option is to have written continuums and ask participants to mark where they stand on an issue.
4. The following are examples of possible continuums:

Q Competition for me is. . .

Really Important — Not Important at all

(You have to prove how good you are by beating someone else) — (People are all different; good things come from sharing and teamwork)

Q How important are athletics and games to you?

Jockey John — Leave it Louie

(The most enjoyable thing in life is to play games and sports) — (Couldn't care less about sports and games - other things are a lot more fun)

Q What do you think the role of a referee is?

Total Control Tillie — No need Nancy

(The referee is essential and should be totally in charge of everything that goes on in a game) — (Each person is his/her own referee - an official is not needed. Everyone should enforce the rules him/herself)

Q How much of a team player are you?

Totally a Team Player — Totally Individual

(Everything I do is for the team - I think of my own accomplishments seldom) — (Everything I do is done for me to look good. I hope the team wins but it's more important that I do well)

5. After everyone has taken a stand, ask them to face the direction they'd like to go. They might then discuss what resources are available which can help them get where they'd like to go.

Materials: None

Time: 15 minutes

STRATEGY: SECRET ASSIGNMENT

Setting: Sports

Objectives:

1. To focus on the issues of cooperation
2. To allow participants to discover forms of nonverbal communication
3. To discuss what happens and what individuals can do when opposite directions are given

Process:

1. Make up 3x5 cards ahead of time, each card having a secret assignment on it. Gather the group together and after reinforcing the ground rules, share with them the idea that the entire group has been given a secret mission. As part of this mission, there are a variety of jobs that must be done. Each job is a top secret, so they can tell no one what their job is and they cannot talk while carrying out the assignment unless their job instructs them to.
2. Then give each card with an assignment on it similar to the examples which follow:
   - Move all the bunks to the middle of the cabin or tent.
   - Move all the bunks to the outside edge of the cabin or tent.
   - Put all the balls in a barrel.
   - Spread all the balls around the playing field.
   - Encourage everyone to work quietly.
   - Encourage everyone to whistle while they work.
   - Put a piece of paper on each person's bunk.
   - Take a piece of paper off each person's bunk.
   - Put everyone's pillow in a pile.
   - Put everyone's pillow in a line.
3. Let everyone work for about 5 minutes, then ask: "What's happening?" Discuss briefly, then back to work for 3-5 minutes. Stop.
4. Bring everyone back together and have a discussion on questions such as these:
   - What has been happening?
   - What could you do in order to complete your job?
   - What were you thinking?
   - Can you think of times when you've been

given opposite messages? (An example might be a pro athlete who talks about fair play, but displays unsportsman-like conduct on T.V.)
- How can you understand why opposite messages are often given out?

Materials: 3x5 assignment cards, equipment needed for tasks

Time: 20 minutes

STRATEGY: FOCUS PERSON

Setting: Sports

Objectives:

1. To talk and to be listened to
2. To listen when another person is talking
3. To draw out individual reactions to a definition of fair play
4. To increase feelings of self-worth

Process:

1. After reinforcing the ground rules, break the group into sub-groups of 3 each.
2. Explain that you are going to read a definition of fair play which the groups will then proceed to handle in the following ways:
   a. One person (the focus person) talks about the definition for three minutes.
   b. During this time, the other group members listen. The listeners may help the focus person say more about the subject by asking an occasional question or making a short statement. (The listeners may draw out the focus person but not insert their own views. THIS IS NOT A GROUP DISCUSSION).
   c. Take turns so that each group member has the opportunity to talk for three minutes.
3. The leader should prepare 3 or 4 statements (or definitions) about fair play and read one of these statements for each focus person.

   Examples:
   - Fair Play involves respect for the opponent.
   - Fair Play involves "turning yourself in" when you violate a rule of the game.
   - Fair Play involves always allowing for a rematch.
4. Ask the groups to follow the procedure in a, b, c. Repeat the procedure with a new definition or statement for every person.
5. When all the groups have finished, ask everyone to forget for a moment the content of the discussion and to focus instead on what happened in the communication. Ask the group as a whole questions such as:
   - "How did you feel when you listened?"
   - "How did you feel when you were listened to?"
   - "How did you feel drawing out the speaker rather than discussing the subject with the speaker?"

Materials: None

Time: 20 minutes

STRATEGY: TRIGGER STORY

Setting: Sports

Objectives:

Refer to where this strategy is presented in the Campfire Section of this handbook on page 34.

Process:

Here are some trigger stories from a sports situation:

- At this game a lot of parents have come out to cheer. The game is close and everybody is excited. The mother of a member of your team is being obnoxious. She yells mean things at players on both teams, the coaches and the official. During a time-out the referee comes over to the huddle of your team and asks the team, "Can't you do something about her?"
- Right after the fourth game of the season, which your team just lost by four points, you are walking out of the locker room and you hear a parent say to a player on your team, "Boy, did you embarrass me tonight. You were terrible!"
- One of the players on your team is really uncoordinated. To give the ball to this player is a sure turn-over. Everybody plays in this league. But you begin to feel that the only way to play is to ignore this player. During a time-out, this player turns to you and says, "Why do you never throw the ball to me?"
- You lost a close one. After the game, two players on your team corner the worst player on the team and you think you hear one of them saying, "Don't show up next week or you'll be in trouble."
- The ball goes out of bounds off your foot. You were being closely guarded and the referee didn't see it. He hesitates and you look at the player who was guarding you. . .

Materials: None

Time: 15 minutes

STRATEGY: VOTING

Setting: Anytime

Objectives:

1. To help participants practice making choices
2. To quickly find out where each individual stands on a value issue
3. To process other values strategies quickly without a great deal of group discussion

Process:

1. After reinforcing the ground rules, share with the group the objectives of the strategy. Stress to them that this is a way for them to make choices without talking.
2. Ask each person to try arm and hand position as follows:
   - if you agree, raise your hand high. . .shake it if you agree strongly;
   - if you disagree, put your thumb down. . . shake it if you really disagree;
   - if you want to pass, fold your arms across your chest. . .do this if you don't want to answer, or just can't answer it.
3. Ask one or two questions as examples so participants can try the positions and look around the room at the others. Each question should start with "How many of you. . ." You should repeat each question so that everyone hears it. After asking your example questions ask a list of questions similar to those which follow:
   - How many of you have a hole in your sock?
   - How many of you have been to camp before?
   - How many of you enjoy living with others?
   - How many of you think it is difficult to cooperate with people?
   - How many of you find it easy to share things with friends?
   - How many of you like individual sports more than team sports?
   - How many of you find it difficult to live with someone you don't like;
   - How many of you think if you have lots of friends it shows that you cooperate;
4. You may want to come back to one or two of these which you think would provide for a good group discussion. As the leader, you should participate by voting last so that you'll not influence the votes of the others.

Materials: None

Time: 10 to 15 minutes

STRATEGY: CAVE DRAWINGS

Setting: Anytime

Objectives:

1. To focus on the future, and begin to explore what each participant hopes will come true
2. To begin the process of goal setting
3. To practice making choices

Process:

1. Take the entire group to an area where they can draw in the dirt and ask each to get a drawing stick. After reinforcing the ground rules, explain that we're going to be using symbols and drawing in the same way that primitive people did - to communicate messages.
2. Ask each to draw a square or circle in the dirt and to divide that shape into 4 sections. (They should number these 1, 2, 3, 4,).
3. In section #1, ask them to draw a symbol representing one character trait or personality trait they hope to have 3 years from now.
4. In section #2, ask them to draw one possession they hope to have 3 years from now.
5. In section #3, ask them to draw something about who their friends will be three years from now.
6. In section #4, ask them to draw a symbol representing a skill they hope to have 3 years from now.
7. Ask them to share their cave drawing with one other person, describing their reasons for what they drew.
8. Bring the group back together and ask them the following either-ors (refer to instructions for either-ors on page 40 of this handbook). Three years from now you would rather:
   - Be handsome/beautiful - or get good grades.
   - Be one of the best athletes - or be one of the best students
   - Be a good skier - or a good musician
   - Have a very good friend - or have a good part-time job
   - Be thought of as friendly - or be thought of as smart
   - Be good in math - or be good in writing down ideas
   - Be in trouble with the school principal - or in trouble with the police.
   - Have a good part-time job - or be captain of a sports team
   - Be very good at one sport - or fairly good at many sports
   - Spend a summer vacation in the mountains - or at the ocean

Materials: Dirt, drawing sticks

Time: 20 minutes

STRATEGY: ACTION-LEARNING

Setting: Anytime

Objectives:

1. To allow individuals to examine the camp environment and think about ways the environment could be improved.
2. To allow small groups to make decisions and carry them into action
3. To evaluate decisions in light of how they were acted on

Process:

1. After reinforcing the ground rules, hand out a small card or piece of paper to each individual.
2. Ask each person to write down 2 or 3 things that would be valuable to do in improving the camp environment.
3. Ask the group to pair off and share their lists. Each pair then picks one thing from each person's list which they as a team will try to accomplish within the next 24 hours.
4. Each pair should then make a plan for accomplishing their two tasks. Questions they need to consider might include: who's responsible for what, when should any given part be completed, what are some resources we should use, what materials/equipment might we need.
5. Ask each pair to then present their tasks and plan to the entire group. Tell everyone that the group will get back together for evaluation in 24 hours.
6. At the conclusion of 24 hours, ask each pair to again present what their task was, how they worked on it, what they accomplished, how their plan worked, and what their major problems were.

Materials: 3x5 cards, pencils

Time: 26 hours

STRATEGY: CAMPGRAMS

Setting: Closure

Objectives:

1. To give individuals the opportunity to communicate feelings about their experience with others in camp
2. To practice a non-verbal communication skill

Process:

1. After reinforcing the ground rules, review with the group a definition for telegrams and how they are used. Ask questions of the group to get them to say what a telegram is.
2. Hand out several cards or small pieces of paper to each individual (These may already be printed up in a similar way to the one below, or you may ask each person to draw up their own).

CAMPGRAM
TO:
FROM:
MESSAGE:

3. Ask each person to write a message to others in camp - a positive feeling they have that they'd like to share with that person. Remind the group of their option to write to the cook, camp director, nurse, counselors, campers, etc.
4. After handing out envelopes, ask each person to hand deliver their message to the intended recipient.

Materials: Cards or paper (pre-printed if possible), a pencil for each person, envelopes

Time: 20 minutes

STRATEGY: STRENGTHS

Setting: Closure

Objectives:

1. To focus attention on each individual and his/her strengths
2. To give each individual the opportunity to practice saying positive statements to and about another
3. To increase feeling of self-worth

Process:

1. Standing in a circle, counselor reinforces ground rules.
2. Counselor explains that during the camp experience the group has gotten to know each other pretty well. During the next several minutes, we're going to focus attention on what is good about each person in the group - the strengths.
3. Ask one person at a time to stand in the center of the circle and supply each other person in the group with a small piece of masking tape. Each person around the circle writes down on the tape a positive word or characteristic about the person standing in the center. After attaching the tape to the person, that individual steps out and another person steps in.
4. The process is repeated until each person in the group has had their chance in the middle.

Materials: Masking tape, pencil for each individual

Time: 15 minutes

STRATEGY: CABIN HIGHS

Setting: Closure

Objectives:

1. To identify strengths or highs of the cabin group
2. To give each person the feeling of contribution to a total camp experience

Process:

1. Sitting close together on the floor, reinforce the ground rules.
2. Ask the campers to remember things they did together as a cabin group. One person might write these on a piece of large paper.
3. Put a star beside the things which the group feels were the most fun.
4. Put a W beside those things which the group feels were the times when they worked the hardest.
5. Put an S beside those things which the group feels they had the most success.
6. Put an A beside those things which the group feels it would like to do again.

Materials: Marker, newsprint

Time: 15 minutes

STRATEGY: LOOKING FORWARD AND BACKWARD

Setting: Closure

Objectives:

1. To provide a link between camp and the back home setting
2. To help identify positive feelings about the camp experience

Process:

1. After reinforcing ground rules, give each person a card or piece of paper.
2. On one side of the card write down one thing you're looking forward to when you get home.
3. On the other side, write down one thing that you'll miss about camp.
4. Ask the campers to share both sides of their card in small groups of 3's.
5. After several minutes, ask if anyone wishes to share either side of the card with the total group.

Materials: Cards, pencils

Time: 15 minutes

STRATEGY: WINTER MAIL

Setting: Closure

Objectives:

1. To help individuals reflect back on positive parts of camp experience
2. To help each individual practice linking decisions to actions

Process:

1. After reinforcing ground rules, give each person a piece of paper and an envelope.
2. Explain that you would like them to draw four boxes on the piece of paper (2 on the front and 2 on the back).
3. In the first box, ask them to list the things they had the most fun doing at camp.
4. In the second box, ask them to list new friends they've made.
5. In the third box, ask them to list the things they've done at camp which they've never done before - and new skills they've learned.
6. In the fourth box, ask them to list some things they are going to try to do for others when they return home.
7. Have each person fold up the piece of paper, place it in an envelope and seal it. Ask them to address the envelope to themselves.
8. Have a discussion around carrying out decisions. What do you have to do to carry out decisions? Why is it important? What resources can help you carry out decisions?
9. Tell the group that you will mail them their letter in January. In the mean time, they should work on carrying out what they listed in box #4. They should open the envelope in January and evaluate how they did.

Materials: Paper, pencils, envelopes

Time: 15 minutes

FAMILY AND VALUES

Parents and family are generally the primary source of values for the camper. As you work with campers you are aware of this. You don't try to contradict those values or undermine that source of values but rather you try to give the camper a supportive environment in which to become more aware of how values work, what values he/she has, and how to effectively link those values to actions in the new camp setting.

In addition to being sensitive to the parents' role in your campers' value development there are several things the camp can do to involve the camper's family. These fall into four categories:

- preparation for camp,
- visitor's day,
- follow-up to camp, and
- a family camp weekend.

Preparation for Camp

It is important to let parents know from the beginning that your camp considers value education an important part of your camp program. The following is a sample of a few paragraphs you might use in a confirmation letter to parents when the camper is registered.

Sample Parents's Letter

Dear

As you know, we at Camp _____ are concerned about character development and value education. In our camp programs, we include activities that model positive, cooperative behavior; we try to create an atmosphere in which each camper can grow and build a strong self-image; and we set aside a few minutes each day for discussion of important topics like respect, cooperation, sportsmanship, service and achievement.

We feel that some possibly controversial subjects are so important that they need to be dealt with — particularly in the type of positive, responsible peer group camp tries to foster. So, if your camper comes home talking about our discussions, we hope you'll take the time to discuss how you feel and let him or her know what your guidelines are for responsible decision-making about the topic. If your child can sort out his or her thoughts with mature people — with his or her parents — the future looks bright. If he or she learns about them in the alley or is turned away from the wise counsel of responsible adults, we will have to start worrying about tomorrow.

At Camp_____we have both concern and hope. If you would like to know more about any dimension of our program, please don't hesitate to call or drop by.

Sincerely,

Another thing you can do before camp is invite parents to get together before the camp season begins. Two strategies you might use during this get together are a simple name tag at the beginning of the meeting and a hopes exercise for the end of the meeting. In between, you would naturally present information on your camp and conduct what business you need to.

Parent's Meeting Name Tag

Name the animal you identify with the most.

Name the camp activity you think is the most fun.

Write your name.

Name the neatest thing that could happen to you (your son/daughter) at camp this summer.

Name the worst thing that could happen to you (your son/daughter) at camp this this summer.

- Ask one question at a time, giving participants 2 or 3 minutes to write down their response.
- Give the group five minutes to walk around and look at everyone else's name tag.
- Share reactions and observations that you and anyone in the group had.

Parent's Meeting Hopes

1. As a group, brainstorm things you hope happen at camp this summer. Parents and children alike are encouraged to suggest items. Everything is written on the newsprint in the words of the person that suggests the item.
2. Next families discuss the list together. Each family as a unit agrees on 4-6 hopes they have.

3. After a few minutes of discussion ask each person to rank order their family list from #1 for the item they hope for the most to #6 for the item they hope for the least. Then have families share and discuss these rank orders.
4. Finally have each camper read his/her list of hopes to the total group as a closing.

NOTE: The camp director can learn a lot about the campers and parents by listening during this strategy.

Visitor's Day

Visitor's Day can be a very important event in the life of the camper and parent. The camper may be homesick and find it traumatic, or he/she might be proud of camp and want to share everything that's gone on. The parent may miss the child and be really worried about the camp experience, or he/she might be proud of the camper and want to see everything that the camper has done. Anyway it's approached, there are tensions and strong feelings that need to be brought out and shared.

Visitor's Day Preparation

The first thing to do is to prepare campers for visitor's day. The night before visitor's day, ask each camper to write down all the things he/she has done at camp so far. . .circle the three most fun. . .and list at least three more things he/she wants to be sure happen before camp is over. Have cabin mates share these lists and save them to show to their parents.

Visitor's Day Parent/Child Sharing

On visitor's day, provide a time for each camper to take his/her parents and their list from the night before to their favorite place at camp. There, give them a half hour to discuss their lists and to share what they've talked about in their value discussions at camp. Before this half hour for sharing, remind all of the parents of the valuing ground rules and urge them to share what they've thought about and learned at home during this same time.

Follow Up to Camp

Re-entry is always a concern after a peak experience. The camper has been to a "mountaintop" and comes home "different" than he/she left. The following strategy is suggested to help with this transition.

Gifts

1. While still at camp ask each camper to think of his/her family back home and to think of a gift he/she could bring home from camp for the family that would really symbolize the camp experience. It might be something handmade or something written or drawn — a story or a picture.
2. Next ask each camper to think about and then discuss in small groups how he/she could give the gift in such a way that the whole family could talk about and share experiences and feelings and learnings.
3. When the camper gets home he/she gives the gift in a special way and both shares what he/she learned and asks what the others in the family have learned.

Family Camp Weekend

One of the most exciting things that has been added to many camp schedules in the last several years has been one or two family camps. Usually held on holiday weekends, these are unique opportunities for families to share in the camp experience — to be together with a host of activities and services in a supportive youth camp environment. Value education can be introduced into this camp setting effectively without radical changes in schedules or activities.

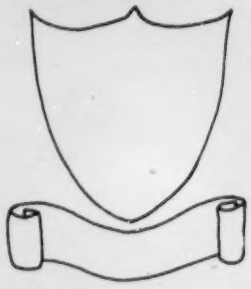
The strategies that follow are designed for use in settings that probably already exist in your family camp program — orientation, meal times, and campfires. Naturally other strategies from earlier chapters can be used in the family camp situation.

Name Tag for Family Camp Orientation

Three things you want to do with your family at camp.	Three things you want to do by yourself or with peers at camp.
Name you want to be called at camp	
Weather report on how you feel right now.	Three day weather forecast for how you're likely to feel while at camp.

Family Shield for Family Camp Orientation

1. Give each family a large piece of paper. Ask them to draw the outline of a shield like the ones hung over fireplaces in old castles.



2. Next ask each family to draw pictures on the shield that represent strengths of each member of their family; i.e. each person draws one picture of one strength for each member of his/her family. The result will be a collage of pictures of strengths of the family — for example, 16 pictures for a family of four.
3. After the pictures are drawn, ask each family to choose a slogan or motto for their family at its best and to write their motto in the scroll below the shield.
4. Finally, have each family tape their shield to the wall in the main hall or dining area in a "gallery of families".

Meal Time Discussions for Family Camp

Prepare small cardborad table tents for each table for each meal. These need only have one or two questions on each one and are simply discussion topics for the family during the meal time.

Examples:

- "How did you greet each other this morning?"
- "What do you want to be sure you do today?"
- "What can you help each other with this afternoon?"
- "Did you meet anyone new today?"
- "What did you feel best about today?"
- "What did you learn about yourself today?"
- "Tell the person next to you what you like about him/her."
- "Talk about respect. . .how you show respect for people, nature, feelings. . ."
- "Talk about cooperation. . .what has been easiest to cooperate on today; Hardest? Why?"

Campfires at Family Camp

Campfires are for stories. But stories don't have to have a simple ending. Try unended stories at family camp campfires and ask the families to finish them their own way.

The following are only examples. You can create a story that may be more relevant to your camp families or modify a story you use now by stopping it before the end.

"There once was a family that went to family camp together and really had a great time. At this camp there was a special camp dog called the old camper that everybody in this family fell in love with. The family didn't have a dog at home and had never talked about getting one. But on their last night at camp one of them said: Why don't we get a dog like the old camper when we get home?" You finish the story. . .

"There once was a family by the name of Williams. They were an average middle class family like your family with the same number of adults and kids as you have. . .just the same ages. The Williams family had a rich uncle who lived far away but who they wrote to every year on his birthday. They didn't know him well but felt he might like to hear from them. He died two weeks ago and in the mail today the Williams family received notice that their uncle left them $100,000.00." You finish the story. . .

"It's a beautiful night — warm and clear with a million stars shining. Your family is lying in their sleeping bags just after taps and everyone is awake looking up at the stars. Your dad starts a "chain" story where each person adds a sentence or two to the story. He starts out with the words, "Let's pretend we are on a space ship together. . .the first family heading for Mars." Finish the story. . .

"It's lunch time on the last day of family camp. During lunch, each member of your family has been saying what he or she wants to do during the last afternoon:

- Mom wants to finish a project,
- Daughter wants to go riding one more time,
- Dad wants to try a few more casts for that big one,
- Son wants to try one more time for sharp shooter ranking at the rifle range.

Just before breaking up the meal, the camp director announces that there will be a cabin inspection at 3:00 p.m. and he expects cabins to be cleaned up and swept out by that time." Finish the story. . ."

"The Smiths have five people in their family. On the second day of family camp there is a family activity period with three choices:

- pontoon boat ride through the wildlife marsh,
- instruction and competition at the archery range, and
- horseback riding.

Families are to choose one activity and sign up as a family unit. Mom says she'd like to go on the marsh trip, the middle son to the archery range, and the youngest daughter horseback riding. Dad and the oldest child have not yet said what they'd like to do." Finish the story. . .

FEEDBACK

The question must be asked, "How do you know if it works?" It is a question that makes most of us very uncomfortable. We have a feel for what we're doing. But is that enough? We would like to have someone come in with an authoritative research instrument that was only one page long and would take but a minute or two to administer. But that doesn't seem to exist. Formal researchers need a number of controls and a lot of instruments and time. So we are left with the problem of what we can do between going on our feelings and turning our camp into a controlled, experimental research center.

The following are informal instruments that fall into that middle ground. We feel that they can be sources of helpful feedback to the concerned program director if used throughout the program.

Staff Questionnaire for End of Initial Training

1. What were the high points of this training?

2. What were the low points?

3. What do you feel most confident to do next?

4. What questions are lingering in your mind?

Staff Questionnaire for Mid Point in Camp Season

1. What topics or subjects have the campers engaged in so far in value discussions?

2. What strategies or questions have been most effective in getting campers thinking and sharing?

3. Describe in some detail the three neatest experiences you've had as a "value educator".

Questionnaire for End of Summer

1. List as many personal learnings as you can that you've had this summer.

2. How would you summarize in one or two sentences the job of the camp counselor/value educator?

Observation form for Counselor/Value Educator - Questions for Counselors to Consider in Evaluating Each Camper

1. Is the camper recognizing a value dimension to problems? Is he looking at a problem from a couple different angles? What are some examples of him/her doing this?
2. How much responsibility is the camper taking for decisions? Is he/she passing decisions to others to make or taking full responsibility by saying, "I will"? What are some times I remember him/her saying that?
3. Does the individual look at options before making a decision? Does this person capitalize on the opportunity to think of a whole list of options before narrowing the list down? Can you think of examples showing this?
4. Does the individual look at consequences? Is the person anticipating what might happen before making a decision? When have you heard the person anticipating consequences?
5. Does the individual often talk about the things he/she values and believes in? When getting ready to make a decision does the person think and talk about his/her values and what effect they will have on this decision? What are some examples of it being done by this individual?
6. How much help does this person ask of others? Does he/she seek others to share thoughts and ideas with? What other resources has this person used, and when?
7. How much of the time has this person acted on choices he/she has made? Is the person following their choices through to completion? What are some things this person has acted on - what are some things that this person has not followed through to completion?
8. How receptive of new ideas is this person? Does he/she keep an open mind and share as well as receive new ideas with others? When has this person been receptive to a new idea?

The basic approach of this handbook was evaluated over a three-year period by a more formal research team. Persons interested in that evaluation should write to the research and development department, National Board of YMCA's, 291 Broadway, New York, New York 10007.

RESOURCES

There are many resources — books, audio-visuals, etc. available to you to help you go further in value education if you choose to. The items listed below are offered as leads for you to follow as you see fit. The information is provided with addresses for you to go to the source if you can not find the books in your bookstore.

Value Education Sources and Publishers

- Argus Communications - 7440 Natchez, Niles, Illinois 60648.
  Argus has many attractive books, single strategies, posters and other items in value education. Write for their 1975 catalogue "For Education to Choice". Argus published Sidney Simon's Meeting Yourself Half-Way, 1974 ($4.95) containing thirty-one strategies that encourage persons to identify and evaluate personal values and life-styles.

- Guidance Associates - 41 Washington Avenue, Pleasantville, New York 10570.
  Guidance Associates publishes filmstrips in a variety of areas. One set of particular interest presents Lawrence Kohlberg's stages of moral reasoning very well - First Things, a series for 1-3 grades. Write for their catalogue and preview the First Things teacher training film strip.

- Hart Publishing Company - New York, New York 10003.
  Hart has published several of the major books on value education, including: Values Clarification, Simon et al., 1972 ($4.25), the book that helped start the boom in value clarification with seventy-nine methods described; Personalizing Education, Leland and Mary Howe, 1975 ($5.95), containing over 100 strategies plus work sheets that stress the process of valuing and extends it to other aspects of interaction, organization and management; Value Exploration Through Role Playing, Robert C. Hawley, 1975.

- Learning Resources Corporation/NTL (National Training Laboratory) - 2817 North Dorr Avenue, Fairfax, Virginia 22030.
  The NTL laboratory learning/training is well known. They also publish resources and carry books from other organizations. Write for their catalogue "Publications and Learning Materials".

- Charles E. Merrill Books - Columbus, Ohio.
  Merrill published Values and Teaching, Louis Raths, Merrill Harmin and Sidney Simon, 1966 which is a key book on the theory of value clarification and many other books in closely related areas, such as Carl Rogers' Freedom to Learn, 1969.

- National Humanistic Education Center, Springfield Road, Upper Jay, New York 12987.
  N.H.E.C. sells a wide variety of value clarification books, reprints of articles and particular strategies, songs, etc. They also sponsor workshops at their home base and around the country. Write for their catalogue and flyer.

- N.E.A. (National Education Association) - Academic Building, Saw Mill Road, West Haven, Connecticut 06516.
  The N.E.A. publishes booklets, books, papers, filmstrips and packages that include value education resources. Write for their complete catalogue.

- Paulist Press - 400 Sette Drive, Paramus, New Jersey 07652.
  The series Values Clarification as Learning Process, Brian P. Hall, 1973, includes three volumes that are good guidebooks with exercises and designs. One of the series focuses on value clarification and Christian education.

- Pennant Educational Materials - 4680 Alvarado Canyon Road, San Diego, California 92120.
  Pennant publishes and sells books by a variety of authors in the value education field. Many of their own books focus on the Lasswell - Rucher value system (basic human needs) and they have a series of value games on this approach. A key book is Becoming Aware of Values, Bert K. Simpson, 1973. Write for their catalogue.

- Phi Delta Kappan - 8th and Union, Bloomington, Indiana 47401.
  A special issue of this professional education journal in June, 1975, dealt in depth with moral education. Articles by and critiques of Kohlberg and Simon are featured. Single copies are available for $1.00.

- Serendipity House - Box 461, Scottsdale, Pennsylvania 15683.
  A series of ten very attractive books of value clarification strategies for teenagers. Write for a list.

- **Social Education** - 1201 Sixteenth Street, N.W., Washington, D.C. 20036.
  A special issue of this professional social studies journal, January 1975/Volume 39/Number 1 is on Moral Education. It is helpful in looking critically at applications of moral education in schools. Single copies are available for $1.75.

- **Social Science Education Consortium, Inc.** - 855 Broadway, Boulder, Colorado 30302.
  SSEC and ERIC Clearinghouse for Socal Studies/ Social Science Education review, reprint and publish a variety of research, demonstration and evaluation and survey literature in the social sciences. Through major university service subscribers, you can obtain detailed literature surveys and bibliographies. A recent publication of SSEC/ERIC is an important survey and evaluation of the value education field. It is their publication no. 176, Values Education: Approaches and Materials, Douglas P. Superka and Patricia L. Johnson, 1975 ($5.00).

- **University Associates Publishers, Inc.** - 7596 Eads Avenue, La Jolla, California 92037.
  University Associates publish several training resources including an annual which presents many useful exercises, inputs designs, etc. Write for their catalogue.

- **Winston Press** - 25 Groveland Terrace, Minneapolis, Minnesota 55403.
  Winston publishes a number of books, audio/ visuals, etc. in the value education field. Two important examples are: Deciding for My-Self, Wayne Paulson, 1974, containing a leader's guide and sets of participant materials for value clarification work in groups and families; Readings in Values Clarification, Sidney Simon and Howard Kirschenbaum editors, a book of articles on uses of value clarification. A new book of strategies for examining the Christian life in church and family, co-authored by Roland and Doris Larson will be available Spring, 1976.

Camping Sources

- **Catalog of Selected Camping Publications** - Publications service, American Camping Association, Bradford Woods/Martinsville, Indiana 46151.